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ABSTRACT

This book for experienced elementary and secondary school teachers was written by teachers and combines personal anecdotes and model program ideas with effective practical "how-tos." The first chapter asks the experienced teacher to assess how far he or she has come in years of teaching. The second chapter addresses learning and teaching in the classroom including hands-on learning, cooperative learning, and other new approaches. Chapter 3 looks at managing student behavior. Chapter 4 discusses educating for social responsibility, particularly with respect to diversity issues and the environment. The fifth chapter examines educating students for life-long learning and independence. The sixth chapter discusses the richness of collaborative interaction with students, parents, and other professionals. The seventh chapter explores how teachers can make the transition from experienced teacher to professional educator by taking control of their own professional development. The eighth chapter shows how to maintain sanity through time management and taking advantage of all available resources, involving and drawing on parents, students, and other colleagues, and assessing self-management. The last chapter offers suggestions for keeping motivation and enthusiasm alive. The guide includes a list of associations and organizations for teachers, a list of contributing teachers, and an index. (JB)

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Experienced Teachers Handbook

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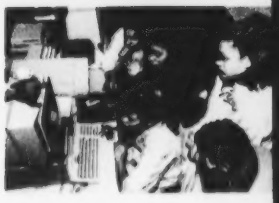

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What is IMPACT II?

IMPACT II is a unique, nationwide, educational, non-profit organization that supports innovative teachers who exemplify professionalism, independence, and creativity within public school systems.

The IMPACT II model has been adopted by a confederation of local sites. Each site provides teachers with grant money for dissemination of their creative projects, "networks" these projects to interested teachers, and then awards grants to teachers who want to "take an idea and go creative."

The IMPACT II Model

HOW IT WORKS

IMPACT II awards grants directly to teachers—

- Disseminator grants are for packaging and disseminating already existing projects developed by teachers.
- Team grants enable teachers to work together across subject areas, grade levels, and schools.
- Adaptor grants are for teachers who wish to adapt projects developed by other teachers.

IMPACT II offers professional networking activities to disseminate projects to potential adaptors—

- Annual catalogs profile each disseminator project and include contact information so teachers may contact one another directly.
- Workshops and conferences feature hands-on presentations of projects.
- Interschool visits bring teachers together during the school day to experience programs in action.

IMPACT II also honors its teachers at recognition ceremonies.

WHY IT WORKS

IMPACT II has been tested, evaluated, and successfully adopted by school systems across the country.

IMPACT II began in 1979 as a pilot program in the New York City public schools and in 1982 in the Houston public schools. Based on an outside assessment conducted by Columbia University, IMPACT II teachers, compared with others, are more likely to use innovative ideas and new methods of presentation, grouping, and classroom management. Additionally, participants report increased self-esteem and greater professional commitment.

WHERE IT IS WORKING

IMPACT II has been adopted by large school districts, entire states, consortiums of suburban and rural school districts, and educational foundations.

Over 20,000 teachers participate in IMPACT II networks across the country.

New Site Development

IMPACT II provides consultation and technical assistance for school systems interested in adopting the model. Because it is a networking program, potential sites must have a minimum of 2000 teachers who are eligible to participate. Smaller school systems form consortiums to adopt IMPACT II regionally or statewide.

IMPACT II has been recognized by the U.S. Department of Education's National Diffusion Network as a Developer/Demonstrator Project. A four-year grant to support this work was renewed in 1991.

Site Renewal and Restructuring

IMPACT II helps strengthen and expand its existing sites through grants to local sites; by maintaining a leaders network for superintendents, deputy superintendents, and heads of educational foundations; and with ongoing communications to site directors. A national teachers conference is held every two years.

The Teachers Voice Initiative

Since 1990, IMPACT II has taken on the challenge of providing the teachers voice in our national dialogue on school restructuring. IMPACT II sponsors institutes on the future of education for its outstanding teachers and has published a document called ***The Teachers' Vision of the Future of Education: A Challenge to the Nation.***

Handbooks *by teachers, for teachers*

IMPACT II publishes a series of unique handbooks that are written by teachers, for teachers. Titles in this series include the ***New Teachers Handbook*** (third printing), the ***Teacher/Parent Partnerships Handbook*** and the ***Teachers Catalog of Creative Program Ideas.***

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Introduction

Five years ago, IMPACT II published the ***New Teachers Handbook.*** Thirty-eight teachers contributed to this book which, in a most supportive and nurturing way, guides new teachers through the difficult—and often lonely—early years of their careers. The book clearly filled a void. Now in its third printing, requests from school systems for the handbook are filled annually.

Having realized that there was a great need for new teachers to learn from experienced teachers, we then turned to you—the experienced teacher.

- How can you benefit from the support and experience of your colleagues?
- How are you coping with all the societal problems that have landed at the schoolroom door?
- Have you become a technological wiz?
- Do you stay motivated year after year?
- Would you like to learn about resources that might be of value to you in your work?
- Are you curious about how other teachers are managing?

From material submitted by 220 IMPACT II teachers across the country, we selected work by 96 teachers for the ***Experienced Teachers Handbook***. Our goal was to combine personal anecdotes and model program ideas with the best of the how-tos. As you will read, these are teachers who have grappled with and solved creatively many of the challenges you may be facing. And, like you, because of their love of teaching, they never stop learning themselves.

1 The Experienced Teacher—Where Are We Now?

"Fall in love with what you do."

George Burns
(on the secret of his success)

Looking Back—A Memoir

Beginnings are always special—beginnings of books, movies, a trip, a relationship, a career. My beginning as a teacher was one of those special times. I started teaching 34 years ago. It's hard to believe that so much time has passed. I remember my first teaching job as though it were yesterday. I remember the feelings and expectations I had for myself and my students; but most of all I remember my interview.

It was May 1958. I sat in the office of the assistant superintendent of a large suburban school district. He asked some perfunctory questions—my name, college, and grade-level preference. As the conversation continued, he interrupted and asked, "How much is seven times nine?" Automatically I responded, "63." He replied, "Good. The way you just answered is the way I want your children to be able to answer."

He then asked me to follow him to the auditorium. It was a large room with row upon row of permanent seats. At the front of the auditorium was a baby grand piano. He sat down at the piano, looked at me, and asked me to face the endless rows of empty seats and sing "The Star Spangled Banner." I quickly realized that he was serious. A wave of panic swept over me, but sing I did. The words came out almost as automatically as I had answered his first question. The assistant superintendent told me that I had done a good job and that I was hired as a fourth-grade teacher for the following September.

Through the years, this experience provided me with good anecdotal material. However, when I look back on it today, it provides me with far more food for thought. This man represented the philosophy of his school district, the philosophy of the time. His priorities were clear. He was interested in rote learning and content. He was not focused on the student as a person or on the teacher as one. My undergraduate courses in college clearly reflected this same philosophy. There was simply a curriculum to follow and subject matter to be taught.

May 1958: The Interview

What have we learned?

We have learned much about children since 1958. We have reordered our priorities. It is the student who determines what is to be taught, not the grade level, the student's age, or the student's gender. We ask some of the same questions, but we also ask different questions. Before one begins to teach a child, one needs to know what the child knows.

What else have we learned? We now recognize what is often referred to as the "teachable moment"; a time when we put aside the lesson plan and do what is relevant and what the students' needs demand. We now recognize the connection between reading, writing, and all of the content areas. We recognize that it is the teacher's responsibility to make these connections and to share them with the students. Yes, there has been change, and with change has come growth and a new awareness.

What is a sucoessful teacher?

Successful teachers today are aware of change. They are open to growing and looking at things from a new perspective. Successful teachers are also aware that the past has value, too. Some of the questions we used to ask remain important. For example, we still need to know if our students know seven times nine. Successful teachers remember what it is like to be a learner. Successful teachers remember failure and frustration as well as accomplishment and use these memories to become more sensitive. They recognize the power that teachers have and use this power fairly and with compassion. Successful teachers have a faith which enables them to really believe that all students have the inalienable right to receive the best education possible. They recognize that as professionals they need to work together as a team. Successful teachers have clear goals and see learning as a journey with no dead ends.

It's a big order to be a successful teacher. There are days when there is a feeling of fulfillment and there are days of self-questioning and doubt. There are days of discouragement, and there are days of wonder and excitement.

I have never wanted to be anything but a teacher. I know that I have made a difference and that I have touched the lives of many children. I know that teaching has been synonymous with learning for me. I have never regretted this 34-year journey. I know that each child who walks into my classroom is a precious human being. I have always felt privileged to be a teacher.

No matter how many years we engage in teaching, there will always be beginnings—all the new faces at the beginning of school in September, new techniques, and, of course, new notebooks and new pencils. How fortunate teachers are to be able to always experience beginnings.

Has teaching changed? Have the students changed? Have we changed?

When one teacher filled out her first job application many years ago, she listed "helping each child develop to his full potential" as her primary goal: *I truly believe that my primary responsibility is to develop the potential of every child who enters my classroom. That goal has never changed. Have the students changed? Yes and no. I have had students who seem no different from my classmates in elementary school. On the other hand, I've had students who have had more responsibilities than I could have fathomed at that age, students who live in situations I will never truly comprehend. I have seen children neglected and pushed aside because families were "too busy" for them. I see more dysfunctional families than I remember earlier in my career. Society and families have changed, and these changes are reflected in the lives of my students.*

Having a number of students with serious problems in a classroom makes teaching more difficult. It requires more patience and sometimes involves being more like a social worker than a teacher. Has teaching changed fundamentally?

I am very involved in a hands-on curriculum, a whole-language approach to teaching reading, a multi-text approach in all subject areas, and a child-centered developmentally appropriate curriculum. But other than the reading, it's not too far removed from what I did my first year of teaching almost 30 years ago! Experience with so many different approaches and techniques in such a variety of situations has made me more convinced of the value of the way I teach.

Have I changed? I hope so. I'm certainly more confident, more knowledgeable, and more respected than I was many years ago. My enthusiasm hasn't waned. Oh, I contribute to the occasional gripe session, but I'm more apt to try to change things if I'm going to complain about them, and I still believe the teacher is the most important element in education. And, oh yes, I still believe it is my responsibility to help each child develop to his or her fullest potential!

The widening demand on teachers—How are we doing?

Teaching is a wonderful occupation. It presents new challenges every day and there is no reward like solving these problems and observing student success. Everywhere we go we hear about the failures of schools to prepare students for one eventuality or another. Over the years our society has turned to the school to address many difficult problems that were never considered school problems before. Teachers worked to learn about desegregation, drug use, human sexuality, AIDS, and now violence. The schools have accepted the mandate to help children learn about and cope with these issues. Teachers are making a significant contribution to society, and they are having an impact on the lives of young people. We can hold our heads high and have a sense of pride in our choice of profession and the way we have chosen to spend our days.

"Oh, no! Have I turned them into automatons?"

Teaching demands both ideals and pragmatism. It is the profession that best represents the vital combination of theory and practice. But teachers can so easily lose their original ideals as they become experienced, veteran teachers. In his inspiring book, ***Among Schoolchildren*** (Houghton Mifflin Company, 1989), Tracy Kidder quotes a remarkable veteran teacher, Christine Zajac: "I guess I used to feel I could really rescue kids, that if they had a good teacher, everything would be fine. It's not that I try less now. I'm just more aware of my own limitations....But I don't think I've ever taken a really good student and wrecked him." This teacher recognizes her limitations and makes a difference in her students' lives. As ever more children suffer the life-threatening effects of poverty, we teachers sometimes become burdened with impossible tasks. Classroom instruction does not seem sufficient—it does not rescue kids. Nonetheless, experienced teachers such as Mrs. Zajac, model values for children. They give their students a place, a setting where values are given form.

When I began teaching, I had this nagging concern that I could actually ruin a really good student. A mentor advised me that kids were pretty resilient and that there was nothing I could do in my classroom that would damage any particular kid for long. This advice, unusual for a beginning teacher, helped free me in my classroom. I stopped worrying so much about my mistakes, that I could perhaps turn away my students from poetry for the rest of their lives, or that my style of management might turn them into future martinets. Instead, I began to have more fun with them. I still worry about my students, but this worry is a healthy one, not the product of some vague apprehension, but born of experience.

Failure—A Short Story

One month, my fifth-grade science class worked with the concept of technology. Two ideas were addressed: transformation, and technology as a way of doing. Children explored these concepts through a series of activities that involved inventing a homework machine and making Rube Goldberg-like garage-door openers, using a number of unrelated items.

These activities were followed by two complicated tasks. The students were to invent an air-push machine that would move a paper pendulum as many degrees as possible in a 90-degree arc with the equivalent of one push of air that could not come from their mouths.

The second task was the construction of a book rack out of newspaper and masking tape, which students had to buy from me. The paper cost 10 cents a page, and the tape five cents a centimeter. They could spend up to two dollars for construction, and they were to build it as cheaply as possible. An added condition was that the book rack had to be four centimeters off the table and the book had to rest at a 45-degree angle. The last two tasks involved the additional concepts of waste and cost efficiency. All work was done in cooperative learning groups of three students.

I was anxious about the last two tasks. The pace of the groups was different; some groups worked with more purpose than others; some saw it more as a game and

not as science. I wanted all the groups to be successful and productive. I wanted certainty that what they were doing had purpose. Despite the high level of student engagement, I was not satisfied as a teacher. In the pit of my stomach, it didn't feel right.

I talked to a colleague who teaches third- and fourth-grade science about my feelings. She smiled and said, "Do you know what most science is all about?" I gave her a puzzled look. "Failure," she said. "It is setting up a problem to explore and seeing if you can solve the problem. It's the engagement with the problem that is important, not the outcome."

I felt better right away. She was right. I was anxious about success, and I was going to get in the way of kids being risk takers and problem solvers. My own anxiety about outcome and class control were getting in the way of my allowing children to fail and learn by their mistakes.

With all this under control, we are now exploring as a class how planning, trial and error, and controlling variables in all of these activities could have made the outcome more positive. As I watch kids debate different options and become comfortable with the new vocabulary these lessons introduce, I realize how my own anxiety could have been an impediment to kids' learning. It's nice to have wise colleagues around to help you sort things out.

If we are to educate children rather than just school them, the purpose of our teaching needs to be examined. Purpose is the conversation about content and process, the things we believe children should know and understand. It is important for them to understand that if you don't try, you cannot succeed.

Effective teachers are willing to assess and reassess themselves, their classrooms, and their teaching methods. Constant evaluation and the courage to admit that something could have been done differently or better are important traits of a good teacher.

Developing Our Own Projects

Another characteristic of a successful teacher is the ability to know when to change and when to wait out popular educational trends. These teachers can gauge which programs and ideas will actually make their students more successful and which ones will pass, as new research is made available and administrations move on. It is impossible to embrace every new idea that appears in educational literature or is presented at professional meetings. Good teachers are pragmatic and have learned to use parts of many good educational ideas to create a richer experience for children. Here's one example:

Several years ago, I was trying to think of a new approach to the usual September review in mathematics. I wanted my students to sense the excitement of math as a real-life subject, not just meaningless exercises on a page. I closed the book and tried to envision some practical applications of mathematics. I dipped back into my own childhood for ideas and remembered that my dad used to keep a spending journal. As a youngster, I could never understand why he would bother to record every expenditure in a book. I remember asking him about it and his reply, "I want to know where my money goes."

I thought about the spending habits of my students. How much training did they actually receive for one of the most important life skills—how to handle money? I investigated and discovered that this is an area of learning which falls between the cracks. The home feels that the school is doing the job and vice versa.

I organized my ideas into a project which I entitled "Learning How to Spend and Budget Money." I taught youngsters how to prepare a journal to record expenditures for luxuries as well as for necessities. The children also learned how to develop a budget and the importance of evaluating their spending each month.

Feedback—How do we know if our teaching strategies and management techniques really work?

I bumped into a former student who is a medical technologist. She introduced me to her son and told him about the frog legs and snails she once ate in my class. This was the ultimate compliment! Two other former students spoke to my current students. One is an engineer at NASA, and the other is pre-med at Oberlin College. My six-year-old son just completed the first grade. His teacher was my former homeroom student!

KEEP THE CARDS AND LETTERS COMING

Dear Mr. Gangwer,

My name is Erica Hall. I realize that you probably do not remember me, but I remember you as a great teacher, and that's the reason that I am writing. I can remember only about four teachers (before high school that is) that I truly liked and was glad to have been taught by. You are one of those four. I know it must be rewarding to be able to take part in shaping a child into what he or she will someday be, but I don't know how often you are able to see what you have helped shape, so I thought you might be interested.

The whole purpose of this letter is to thank you for being memorable. I know, because my teachers often tell me this, that teaching, though rewarding, is rewarding in an intangible way. Sometimes it's enough to see the face of a student brighten with understanding—but it shouldn't have to be enough. People should thank those who have helped them become what they are. So, I am thanking you.

Sincerely,
Erica Hall

P.S. Please feel free to write back, if the urge should strike.

And it did.

Another teacher received an evaluation which referred to her as an "experienced teacher." *I was shocked! As a person who is continually learning and becoming a more effective educator, I realize that the process is ongoing. Throughout my years of teaching, I have fulfilled my commitment to children many times over, yet I continue to delight in the challenge that comes afresh each September!*

The Institute for the Future of Education, August 1992 John Schaefer

New Voyages, New Visions: A Personal Evaluation

A veteran of 20 years in public school language arts classrooms, I was in 1990 one of 50 IMPACT II teachers who spent a week together outside Salt Lake City, UT, to envision the future of education in this country. We published a document as a result of that conference that initiated a bold outline of how schools and teaching might be transformed to "envision a student's own intellectual project(s) as the primary focus for generating meaningful work." My own role as a classroom teacher had been evolving for some time when I helped draft ***The Teachers' Vision of the Future of Education***, an activity that has proven to be a seminal event in that evolution.

When I returned to my classroom in Syracuse, NY, I had several opportunities to speak with local teachers and citizens groups interested in learning about the envisioning project. As I described to them my own now wholly collaborative, inquiry-based, project-oriented classroom, the discussion frequently turned to asking me not how, but why I had transformed my notion of what it meant to learn and, for me, significantly, what it meant to teach. After "studying" teaching and learning for over two decades in the classroom, I groped to answer that question. Now I can more confidently narrate the history that informs what I claim today is a radical rethinking and restructuring of my classroom.

The Teachers' Vision of the Future of Education: A Challenge to the Nation

With a B.A. in English education, I spent a year as an M.A. English fellow at Syracuse University and then began teaching English full time in the public high school, as I am still doing today. Like my teachers before me, I accepted full responsibility for what students learned in my classroom. In those early years, teaching ***The Great Gatsby*** required pages and pages of notes cribbed from critical studies of the work, notes which students then "took" from my lectures. I was working 16 hours a day, mostly alone, because the classroom project was mine. I knew almost nothing about helping students develop as writers of their own emerging "texts."

By the early 70s, the desks in my classroom were still in rows, but although I had never heard the not-yet-coined term "whole language," students were making more of their own reading selections from my classroom paperback library. They were even talking to each other about books we read jointly in peer groups as they worked on, in the educational jargon of the day, LAPS (if you are too young to remember that acronym, it stands for learning activity packages). The questions were still mine, however, and I was still working pretty much around the clock seven days a week to stay ahead of it all. I was the one, certainly, responsible for setting the terms of the way students would think about the books they read and the way they would write about them, too. My extensive rewrites of student papers were evidence of how hard I was working.

By the mid-70s the desks had moved, occasionally, into a circle and students were talking to one another and not always just about my questions. But although I was taping long responses to student texts (writing on them was no longer the proper way to respond to student writing; we had decided students "owned" those texts), stu-

"I'm so busy, why are they so bored?"

dents were not talking to one another about their writing. Those papers and the responses to them still belonged solely to me!

SWITCHING GEARS

By the 80s, changes in inquiring into literature and writing in my classroom became more rapid and profound due to a number of prompts—an NEH seminar at Berkeley in the summer of 1984, where I got a taste of new ways of reading; the discovery by many of us of the Writing Process through such programs as the Bay Area and other national writing projects; 12 years of teaching at Syracuse University with an emphasis on an inquiry classroom model; teaching and pairing gifted students in my high school with appropriate intellectual mentors; a little paperback book called ***Beat Not The Poor Desk****: Writing: What to Teach, How to Teach It, and Why* by Marie Ponsot and Rosemary Deen (Boynton Cook, 1982), which in the mid-80s offered a radically new way of thinking about who responds to student texts in the classroom. Add to this an increasing awareness that my students were often bored when I was so busy; passive and impassive when I was so active; seemingly powerless and helpless when I was so in control of "the material"; quiet, even silent, when I had so much to say; isolated in their learning experiences; and detached from any real ownership of what and how they learned.

Then I experienced an epiphany that led to an even more profound rethinking of how and what students learn in my classroom. I'll call him Jim. A sophomore at the time, Jim was a student in our gifted program. He was an honor student and a highly successful athlete, a model student who teachers found cooperative and polite, a good learner in our initial encounters. Jim struggled to define an area of interest he could name and then explore for an independent learning project, the nexus of our program. Finally, exasperated with Jim's inability to recognize that which we thought all bright students could name—their own academic interest—a colleague and I pressed him with questions that indicated just how wide the chasm was between teachers' and students' understanding of the school project. "What subject interests you as you go through your day?" we asked. "What do you find yourself thinking about? What do you want to know more about?" Uncomfortable and uncertain, unable to answer those questions, Jim looked straight at us and replied, "I don't think about anything I do in school. I just do it."

GOING PUBLIC

Deeply troubled by Jim's response, questioning what "work" students do in school, I went public at the IMPACT II envisioning institute, drafting into the conference document what had become the subtext underlying more and more of my classroom practices, the challenge to the student as a producer of meaningful work in our schools. It is the student who must assume responsibility for formulating his or her own goals, questions, and problems. Inarguably, we believed, it is the student who must do the thinking about school. It is my vocation to create a rich environment in which that thinking can find sustenance and support.

Teacher as coach is not a new model—our athletic directors have been practicing it for years. The changes from the late 60s, when I took responsibility for my students' learning, to the 90s, when I am empowering students to take responsibility for their own learning, can be seen best in my classroom, where helping students to express the "selves" that already exist is the theme and where the student reader-writer is the subject of his or her own learning as well as the agenda setter for much of the work which is done in the class.

I have discovered that my role is to take students' quests seriously, first by recognizing, helping students name, and honoring those quests and then by nurturing their development to affirm the value of the projects.

Contributing Teachers:
Chapter 1
Amika
Robert A. Carpenter
Edward W. Clement
Thomas A. Fitzgerald
Timothy Gangwer
Lillian M. Houser
David Iasevoli
Dolores M. Killian
Maxine LaRaus
Karen Notcher
Doris Tariska
Alice M. Thompson

2 Management of Student Learning in a Changing Classroom

Meryl Meister

The Evolution of My Classroom—From Student to Teacher

Take a trip with me back to the classroom of my childhood. The blackboard covered the front wall of the room. The wooden desks were firmly bolted to the floor in precise rows. Each desk contained its own ink well, although I'm not old enough to actually remember the use of fountain pens that needed to be filled.

The rigidity of the classroom matched the bolted furniture. The classroom audiovisual equipment was limited to a large phonograph. Occasionally, we were treated to a special 8-mm movie in the auditorium. The sound and picture were awful, the content even worse. The films often focused on good hygiene habits, nutrition, or our flag.

When I began teaching 22 years ago, the elementary school classroom was not that different from the one of my childhood. The first change I noted was that the blackboard was now green and called a chalkboard. The desks were still firmly bolted to the floor, mirroring the philosophy of the classroom. My contemporaries and I were the radical new kids on the block. We were children of the 60s, set on changing the look of education. We taught from various positions; a teacher did not have to be in the front of the room. We sometimes even sat with a small group of students to discuss things.

Then came the dawn of a new era. We were getting new furniture! Movable desks would allow us to cluster tables to encourage group interaction. I was told by an administrator that my classroom always had the feeling of "organized chaos." I took this as a compliment, although I'm not sure it was. With this new paradigm for education, students could learn from each other, not just from the teacher and the textbook.

Audiovisuals were in. We used a variety of machines to enhance lessons. Filmstrips, overhead projectors, and reel-to-reel tape recorders were the favorites. However, most of the material that existed was still the traditional, academic paraphernalia from years ago. Viewing of movies was still limited to large audiences, although there was a greater variety of items available.

Moving into the present, let's examine the changing classroom of today. Does it resemble the classroom of my youth? The ever-present chalkboard has been replaced by a marker board. Chalk dust is deadly to today's technology. But classrooms reflect a variety of teaching styles. Seats may be clustered around work stations, each equipped with a machine that allows for increased productivity. Some teachers have placed their unbolted desks into the straight rows of my youth. Some students spend their school day learning from textbooks and workbooks, while others are busy at work on group projects. Classrooms often have centers set up around the room. Students can use individual cassette recorders at a listening center. They can receive individual assignments and then work at their own pace. The use of videotape has opened up many new avenues. There seems to be a correlation between the configuration of the furniture and the style of teaching learning in each classroom.

In today's changing classroom, work stations are equipped for specific tasks. Learning is centered on meaningful projects. Teachers are incorporating technology as a tool for inquisitive thinking and planning. Collaborative learning is used as a means of preparing our students for teamwork that is necessary in life. As students actively participate in their own education, taking responsibility for their accomplishments and failures, they become accountable for their own success. It's their future that we as educators are trying to help build; however, what we are really doing is laying the foundation.

Developing higher-level thinking skills and giving our students the tools to meet the challenges of tomorrow are the tasks we face today. We are doing a great disservice to our children if we isolate the subject areas. Where in real life do you find such division? We must supply children with the knowledge to identify problems, the savvy to determine the strategies for solutions, and the tools necessary to solve the problems.

Hands-on Learning

I was never a good student. "Chalk talk," as today's students call the lecture technique of teaching, bored me, so I spent much of my school day looking out the window and daydreaming. When school was out, I'd head for "the lot," as we affectionately called my father's used car and trailer rental business. Repairing cars, building trailers, and handling the paper work necessary to run a business, required an extraordinary number of academic skills. I learned a great deal at my father's lot, but the two most valuable lessons I learned were, not how to repair a car or build a trailer, but that children, and adults for that matter, learn better and remember more if they use what they are learning.

All children can learn! Learning can be accomplished in a multitude of ways. There is no one method of learning, therefore, no one correct method for instruction. With some students we must try harder to find real-life experiences. Build a cliff dwelling; discuss the problems and advantages of life in that environment. Create a rainforest; plant the desire to study its inhabitants and fear for its destruction. Experiment with paper planes; think of the aerodynamics one can explore! Launch weather balloons; then plot the landing locations on a map. Create a database with the information gathered during the experiment. Use those higher-level thinking skills! Math will become more meaningful when it is tied to concrete experiences. Telecommunicate with far off places and develop new long-distance friendships. It is much more motivating to write to your telepal and send it using a modem than to respond to some dry topic from a workbook. The students remember the events and learning experiences that they have had a role in designing. When the knowledge is appropriate and the relevance is clear, it will be remembered.

Career teachers have observed that today's students and their families have different attitudes about education than they did 20 years ago. One major change seems to be that parents and students no longer do things because they "have to" do them. Some teachers have responded to this by lamenting the "decline" of our civilization and wishing for a return to the good old days. Other teachers have accepted that they have little control over the attitudes and values which the students bring through the school door and have focused on what they can do to make their classroom a more inviting, positive place where students want to be.

"New-fangled" Ideas

The theme approach to instruction creates an awareness that ideas transcend the day-to-day textbook pages, that learning is not static but flows out of and into life; it's a process, not a dead end. With a thematic curriculum enhanced by a cooperative environment, most teaching learning is done in groups. It is a curriculum that fosters good feelings, believing good feelings foster good learning. It is a curriculum which teaches children to believe in themselves, because it creates an environment that empowers the children to become active learners rather than passive sponges.

Some teachers have tried these "new-fangled" activities where students get into groups and talk, and they say these groups do not work. And they are right! These innovative strategies require more teacher preparation and organizational techniques than merely dividing students into groups. They require knowledge about learning styles, the art of questioning, and especially about group process and how to incorporate individual accountability for learning into the activities. They also require knowledge about how to stand on the sidelines in the classroom and "coach" as the students "play the game" of discovery and learning—how to be a "guide on the side" rather than a "sage on

the stage." The nontraditional methods require performing students rather than perfoming teachers.

Cooperative Learning

The traditional atmosphere in the classroom is competitive; many people feel this is as it should be because of the dog-eat-dog world we live in. Consider, however, the fact that within businesses, as one example, people must cooperate and collaborate in solving problems and creating products and services in order to succeed. Consider also that our world is becoming ever more interdependent and, hopefully, we are learning to cooperate to make it livable. We live in an information and technology age which requires collaboration as well as competitive and individual skills. The classroom is the proper place for students to learn and practice these people skills. Working in small groups, both non-native English speakers and reticent native ones are more apt to talk, to share, to ask questions, to become engaged, to learn.

Some detractors claim heterogeneous cooperative groups penalize high-achieving students because all members must do the same work. But students can be assigned different roles, tasks, or materials to learn and share with their groups as their contribution to the whole. Within the groups, members are required to reason, using higher-level thinking skills such as analyzing, evaluating, and synthesizing much more often than they would if they were working alone on assignments.

Cooperative groupings also provide opportunities for students to maximize their learning while adapting to others' learning styles. We know that some people learn best visually, others aurally, still others kinesthetically. Nontraditional teaching strategies allow for these differences. Furthermore, some people operate most comfortably in a primarily left-brained mode—verbal, concrete, sequential, linear, explicit. Others are most comfortable in a right-brained mode—nonverbal, symbolic, spontaneous, holistic, intuitive. We need to provide activities which encourage using both hemispheres as the most efficient method of thinking and learning.

Meryl Meisler

We also need to teach students awareness of these thinking styles and how to recognize their own and others' modes of operation. Success in today's world demands peak performance which depends upon using both sides of our brains. Learning is more productive and satisfying when we do. Jacquelyn Wonder and Priscilla Donovan state in their book, ***Whole Brain Thinking:*** *Working From Both Sides of the Brain to Achieve Peak Job Performance* (Ballantine Books, 1985), that "Successful managers and entrepreneurs have learned naturally how and when to use both sides of their brains, combining detail and logic with a sense of overview and invention." Cooperative learning groups are fertile ground for developing that combination in students.

Some teachers say that group learning does not work because students are learning only fragments of material, never seeing the whole picture. That's no doubt true for those teachers. When properly structured and supervised, though, cooperative learning can be a powerful technique for grasping the parts and understanding their relationships as a whole. A significant foundation for group learning must first be laid, however, by developing group process skills. Processing is important in teaching students the social skills necessary for collaboration in group efforts and achievement. During processing discussions, students learn why and how to interact verbally and effectively face-to-face. Cooperative grouping provides the opportunity for students to learn how to establish and maintain positive relationships through structured behavior and academically task-oriented activities.

In 1989, after 20 years of evaluation that indicated a distressing absence of high-level achievement, the National Assessment of Educational Progress called for major shifts in how and what American students are taught. The report presented evidence that for more sophisticated learning to happen, teachers must be less authoritative and students less passive: "Discussion teams, cooperative work groups, individual learning logs, computer networking, and other activities will need to be added and may even predominate." The classroom is changing; it is being revolutionized.

PUTTING IT INTO PRACTICE

Many teachers have found that innovative concepts can be used successfully to revolutionize their teaching in almost all areas of the curricula. Projects do not always work the first time, these teachers warn. But take heart and learn from your mistakes. It will be worth it in the end.

Math

Teachers are finding that cooperative learning programs serve many needs and can be used in almost all subject areas. One teacher used it effectively to reinforce basic math concepts. Each group of four students has a group leader. Each leader is given a data sheet which includes record forms for attendance and tardiness, behavior problems, and notation of materials needed. (They noted, for example, if a student had come to class without materials and how the group solved this problem.) This data sheet also serves as written communication between teacher and student on student comprehension, retention, and progress of concepts taught. Also included are records of homework, class assignments, and quiz absentees.

After the concept has been introduced and taught by the teacher to the class, attention is focused on leaders who reteach the concept to the small groups. If they have not fully grasped the concept, they turn the reteaching responsibility over to another group member. Reteaching of a concept may be led by all group members until the entire group understands the concept. A student who is in the dark about a concept may have it taught four different ways; once by the teacher and then by each member of the group. If after the reteaching, there is a student who still

MATH GROUP DATA SHEET

	Late	Absent
Group Leader		
Group Members		

Behavior Problem? _____

Does every member have materials?

Name	Material Missing	Solution

Does leader understand concept? yes ____ no ____

Do other members understand concept? yes ____ no ____

If no, who does not? _____

Has leader or other student retaught concept? yes ____ no ____

Were book pages completed by all members? yes ____ no ____

Were worksheets completed by all members? yes ____ no ____

Did all members take quiz? yes ____ no ____

Who is behind? _____

What can teacher do to assist you? _____

A WORD OF CAUTION FROM ONE TEACHER

All of the tools for instruction used in the past cannot be thrown out the window in favor of new ideas and technology. Drill and repetition are not dirty words. Students should be told that they are repeating an exercise so that they become experts at what they are learning and not because they have not mastered the skill. In America (unlike Japan, Korea, Russia, and Australia) drill and repetition are perceived in a negative manner by educational theorists because they do not further "creative thinking." However, creative thinking is not lost because teachers emphasize drill and repetition. Rather, it is enhanced, since with the mastery of basic skills, more divergent thinking is possible.

does not understand, the teacher is made aware by the group leader. Because many of the teacher's menial duties (attendance, record keeping) are now shared, he or she has time to tutor one-on-one.

Assignments are given daily. Group leaders record all work, and data sheets are kept in folders which are stored in the room. If a student does not have time to complete assignments, he or she may complete them for homework. Students' names and assigned pages are written on the back of the data sheet and checked for completion (see example). At one glance of the data sheet, a teacher can see who is falling behind. To ensure that cheating does not occur, the teacher checks folders. To ensure that students do their own work, a quiz is scheduled every Friday.

Social Studies

The academic journal is an exceptionally useful tool for teaching social studies in high school. The journal acts as an organizer, a study tool, and a means of exchanging ideas. It provides an opportunity to identify topics, state main ideas, and make generalizations. It helps students provide examples, make comparisons and contrasts, and develop the skills of effective notetaking and outlining.

Every lesson begins with the sharing of journal readings with the class. Each student reads his or her last entry, giving the date of entry. A short discussion about the material read is held and the tone and objective are set for the next lesson. The teacher writes the new topic on the board. A brainstorming session about the topic occurs. The teacher records key phrases and words on the board. The lesson continues. The text may be discussed or a video cassette may be shown. At the end of the lesson, the ideas on the board are considered again. New words or phrases are added. These can be used by the students when writing their next entry. The student then writes a summary, entering date, topic, and important details. The last paragraph is a statement of opinion about the subject matter. A few entries are shared as a review; sometimes this leads to further discussion and clarification of the topic.

Periodically, the journals are read privately with the students and suggestions are made. The journal is not graded or marked. Comments such as "You might consider this..." or "Could this be of any help?" may be added. Generalizations without supporting details are pointed out through discussions. Students are able to discuss a topic better because they are prepared to speak in detail and support their opinions. Students also use journals to help prepare for tests.

English

So much attention has been paid to the "packaging" of our high school English programs, but little attention has been paid to their "delivery"—how to better direct our students toward what educational philosopher Theodore R. Sizer defines as an "educational target." Instead, teachers develop routines, special gimmicks, or *schticks*, if you will, and generally take these bags of tricks with them upon retirement. Clearly, a more standardized approach toward "delivery" of instruction is called for, if only so that beginning teachers will not have to go through the same time-consuming trial-and-error agony we did.

In ***Horace's School, Redesigning the American High School*** (Houghton Mifflin Company, 1992), Dr. Sizer suggests the use of "exhibitions"—regular presentations in which students work in ways that call for learning by using, collaboration, group and individual responsibility, and creative conversation. It is not necessary to limit the use of exhibitions to certain subjects.

Hands-on learning is a way in which English students can work at something. Students are motivated by assignments that have practical applications. Don't just practice writing letters. Send them! Children should be encouraged to work collaboratively on multipurpose, multimedia, interdisciplinary, and multiskill projects that they know will be presented to their peers in any number of forms, including publication in anthologies, displays in hallway cases, publication in the school's literary magazine or newspaper, and presentation on the classroom's bulletin board.

It is amusing to see the looks on high school students' faces when they are asked to use materials they have not touched since elementary school: scissors, paste, poster board, and flare pens. Students may be asked to create tabloid simulation—future headlines which describe imagined high points of their lives. They may be asked to illustrate imaginary friends, complete with character histories and personality profiles. Their assignment might be to com-

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pose articles, interviews, poems, and short stories for submission to the school's publications. Dr. Sizer's delivery system requires students to use and develop many skills (some long dormant): artistic, spatial, persuasive, oral, organizational, collaborative, and social.

One teacher who uses this exhibition method of instruction says this: *Considering the wide spectrum of student ability in each of my college writing classes, it is remarkable that no student has ever labeled my assignments "dumb" or childish (at least not within my hearing). I believe this is because there is either an obvious literal "reality" to each of my assignments (a sample college essay, for example, or an article written for publication in the school newspaper) or a "virtual reality" (the graphic and then literary description of an "imaginary friend" who might eventually become a character in a story). And because our collaborative products are always exhibited in one way or another (my room is decorated top to bottom with student work), "typical" student writing behaviors, such as lack of neatness, rushing projects, and fulfilling only part of an assignment are rarely problems.*

An exhibition-style delivery system harnesses adolescent peer pressure and the dynamics of collaborative competition to generate a variety of interesting, informative, and often very practical published products.

Science

How do we get our students to learn, to be excited, and to be motivated? Solving these problems is getting harder in a video-oriented society. Hands-on science, a common phrase in science teaching today, can work. Touching, feeling, tasting, seeing, and hearing the science in our world can get the student's attention. We can ask questions such as "How can physics improve the games of tennis or football or basketball or improve a skater's performance?" Teachers may dissect a sports shoe in front of the class and ask how science is making athletic footware better. The science teacher can ask the band teacher to demonstrate the various instruments and then discuss the physics of music in science class.

Exploring how a microwave oven works or what is meant by FM and AM on the radio dials relates to the student's world. If a teacher is discussing the three types of muscle, he or she can bring in chicken liver, heart, and chicken legs for comparison. Cooking these for the students allows them to taste and compare the differences. When discussing the heart, the teacher can buy a cow's heart from a butcher, show the valves and chambers, then fry it as "heart steak." When discussing mollusks, students can sample canned snails, octopus, clams, oysters, and conch that can be purchased in the grocery store. Even inexpensive caviar served on crackers and frog legs fried in butter get students excited about science. When discussing electricity, the students can be given magnets to feel the force, and by holding hands, feel the electricity created from a small generator. Teachers can bring in toys and ask what principle of science applies to their workings. Constructing popsicle bridges and paper airplanes can increase student motivation. When studying the human body, students find taking pulse, blood pressure, temperature, and listening to body sounds with a stethoscope interesting.

One science teacher says that

A science teacher reports that he has had to put away his dog and pony show, his favorite lectures, his need to perform and be in control. He has revolutionized his classroom with a process he dubbed T.E.A.C.H. In his classroom he emphasizes:

T **THINKING SKILLS—brainstorming, prioritizing, analogy, inferring, comparing and contrasting, drawing conclusions.**

E **ETHICS AND MORAL DILEMMAS—students of science must understand the importance of suspended judgment, fact vs. importance of how to ask questions without expecting "the answer."**

A **ATTITUDE OF POSITIVE CHOICE—teachers must help their students understand and practice attitudes of positive choice. We know that we do not teach students until they know, but we send out invitations for students to learn.**

C **COACHING/COOPERATIVE/COLLABORATIVE LEARNING—we must use as many ways as possible to change our students from passive learners. Don't be fooled into thinking this is just a passing phase or fad.**

H **HABIT FORMATION—a pattern of positive habit formation depends on the development of a classroom that takes responsibility for its learning, so that the teacher and students can share in a cooperative venture.**

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she has come to the conclusion that part of her job is to capture the attention of the "instant everything" generation: *How do you penetrate the shield put up by students who do not want to be known as smart because it is not cool? How can I change the mind of the student who feels that an afterschool job at McDonald's is more important than homework, or convince the high school graduate that struggling through college or other educational programs is more beneficial than "instant money" from a low-paying job? If I taught my science classes the way I did when I started 20 years ago, I could not be an effective teacher. Everything is different—the curricula, the equipment, the students' attitudes, the students' motivation, the students' learning styles, the neighborhood, the students' goals, and the students' families.*

Use of Technology

When I was in college many years ago, I remember writing a paper on my philosophy of education. My paper described a box that I had constructed and strategically placed in my classroom. This contraption, with its many levers, buttons, knobs, and other mechanical and electrical devices, intrigued my, then, imaginary students. Their natural curiosity made it impossible for them to ignore the box and they examined it carefully and relentlessly. As they experienced its many facets, the box was leading them through the reading, writing, math, and critical thinking skills that I had planned for them to learn or practice. This box is no longer a young man's idealistic dream. It exists today in my very real classroom, and it works better than I ever imagined.

Technology has changed the face of the classroom. Computers are now found throughout our schools. Where they were once thought of as a motivational tool for drill and practice, we now realize that computers are the toolbox that contains the instruments for meaningful learning.

Students use their computers as writing and publishing centers. Writing for an audience produces wonderful results. Computers can help with prewriting, revision, collaboration, and printing of final copies. Students learn how to manipulate and improve the text they compose.

Even Lego blocks have gone high-tech. With *Lego TC logo*, the computer can be programmed to drive cars, turn wheels, and switch traffic lights. Lego blocks come to life with modern technology. Students work collaboratively to explore geometric concepts, spatial relationships, and logical thinking.

Students use their computers to sample pioneer life as they ride the *Oregon Trail*. Simulations take them to places and give them experiences that they might not otherwise have. These computer programs serve as a springboard to related math, science, and language arts activities. Science lessons come alive as students simulate frog dissections and experience the different phases of plant growth on their computers.

When a unit of study is completed, students prepare crossword and word search puzzles and other review sheets on their computers. Other children in the class try to solve these puzzles. They prepare computer-generated posters and signs to display what they have learned. Knowledge is being evaluated without the traditional test. Students are actively involved in their own learning process with the help of their computers.

HOW I SPENT MY SUMMER VACATION

The changing classroom has replaced the old 8-mm projector with a video cassette recorder and video camera. Students can now see actual performances after they have read a book or play. They view theme-related movies, encouraging a whole-language approach to learning. They create their own videos based on topics covered in class. The traditional "How I Spent My Summer Vacation" essay has been replaced with a video documentary. Students reach out into the community to include valuable resources that are right at their doorsteps. They research, plan, and execute a video document that incorporates many concepts and ideas.

Teachers have also discovered how they can learn from videotape: *I have had two lessons videotaped that were used as formal observa-*

tions. This gave me a chance to see myself on tape as well. This was a valuable tool and not as painful as I thought it would be. I spoke about the use of videotape at a meeting of assistant principals in my district. The administrators wanted a teacher's input into this new area of teaching and learning.

Having accepted the wonders that video equipment and computers can perform, we can look at the latest ways that technology has created a changing classroom. CD-ROM players attach directly to the computer. With these devices, audio and visual images are presented with realistic clarity. Students can access encyclopedias and atlases, receiving facts and pictures to be incorporated in their reports. Relevant sounds can also be retrieved from the CD-ROM player. Reports come to life, and the student does not have to leave the work station. Using a program such as *Discis Books*, students can read along with storybooks. When they come upon an unfamiliar word, the computer will clearly pronounce it, give a definition, and even translate it into Spanish. Individualized instruction has reached a new height. The program keeps a record of difficult words, so that the teacher can prescribe additional remediation. Yes, even with the use of technology, we still need teachers!

Video laserdiscs take us one step beyond video recorders. The images are much clearer than traditional videotapes; however, this is not the major advantage of laserdisc technology. When using a videotape one must proceed in a sequential order along the tape; laserdiscs allow the viewer to jump instantly to a desired place on disc. Imagine seeing and hearing, at your command, Dr. Martin Luther King, Jr. speaking lines from a specific speech. Students can watch Ryan White talk about his battle with AIDS. Teachers can bring life to any lesson with the inclusion of appropriate laserdiscs. Students can select portions of a laserdisc and transfer them to their research documents. Computer-driven reports can include relevant sights and sounds.

The changing classroom may also contain an optical scanner. Using this device, photographs can be digitized and included in a document. Students can add meaningful pictures to their work. They are not limited by what has been prepared for their use. Rather, they take control over what will be presented.

These technological advances are all part of the changing classroom. They help to create an atmosphere where students are active learners and can focus on meaningful projects. Combining different modes allows students and teachers to prepare multimedia presentations. *HyperMedia* incorporates many different modes into one document. Buttons are placed in a computer document. When the user chooses a button, he or she is given access to another layer of information. This allows the addition of scanned images, video clips, and audio recordings. Students can research, plan, and work collaboratively to prepare real-life applications of what they have learned. Essays can be created that include a word-processed document, videotaped images, and sounds. The summer vacation report never looked like this!

GLOBAL COMMUNITY

As part of a global community, our world is shrinking, and the changing classroom accommodates this. Telecommunications connect us electronically via computers and telephone lines. This can lead to an end of teacher isolation; sharing curricula ideas, philosophies, goals, and dreams brings colleagues from around the world together.

Students use telecommunications to learn from each other by sharing ideas, knowledge, and concerns. Networking in this way leads to global harmony, and links are formed between schools across town, across the nation, or across the ocean. Networks are already established to provide these links. Join one. You, too, can help your students cross barriers and cross

"If man keeps cherishing his old knowledge so as continually to be acquiring new, he may be a teacher to others."—Confucius

cultures; this activity can open corridors of communication and the doors of unity. Imagine asking a peer what it was like to have lived in West Germany at the time of the opening of the Berlin Wall? What troubles you about life in your community? What makes your town special? Do you see any effects of global warming? What is your community doing about waste disposal and recycling? What can we do to help save the environment?

Telecommunications change our definition of the classroom. It is no longer confined by four walls. Students can help each other learn with electronic bulletin boards, or they may do research while on-line. Commercial information retrieval services provide a means for students and teachers to access information that might have otherwise been difficult to obtain. These are living tools. Students gain knowledge by posing open questions. Other people respond based on their own experiences. NASA has a telecommunications bulletin board about space travel that can be reached with just a phone call. Imagine asking astronauts questions about their adventures in space or proposing experiments for future missions. Once again, we see learning as a meaningful, exciting venture in today's classroom.

Our classrooms are constantly changing, and we must continue to change in order to meet the needs of our students. They wonder where we are going as a society. They wonder what their role will be in this new world. We must teach them how to be productive members of society, how to think, how to work with others, how to use available resources. Teachers should use these new tools to prepare students for their lives. Technology makes life easier, and

the changing classroom permits technology to help each child reach his or her full potential.

INTEGRATING INSTRUCTIONAL TELEVISION, OR LEARNING TO LIVE WITH "BIG BIRD"

As children enter an increasingly competitive and technological world, teachers must rely on a variety of strategies for instruction. Effective, motivational instruction begins with educators having access to high-quality classroom materials. One way the classroom can be expanded is by the utilization of instructional television. It is an enhancing, enriching resource designed to correlate with curricula areas.

It is important to appreciate and to understand that a taped instructional program may be stopped at any point. The tape may be rewound, fast forwarded, or paused. Teachers need to get away from the concept of putting the tape into the VCR and playing it straight through. The wonderful part of using instructional television is what it can do for your lessons and for the enjoyment of learning by the students. Some of the many reasons why a teacher might wish to utilize instructional television include:

- flexibility, exact repetition, pace, preview, review
- the opportunity to see cultures and share experiences which would be otherwise impossible
- television is an attention-getting device that children are comfortable and familiar with
- children live in a visual world

Before using any program in the classroom, it is essential that the teacher preview it for content and for appropriateness. The students should be prepared for the lesson. You may create interest in the lesson by:

- asking thought-provoking questions
- explaining why you have selected this tape
- identifying some of the things you want your students to notice
- presenting vocabulary for understanding
- reviewing materials which will be used during and after the lesson

Once the tape is inserted and running, the teacher should note the reactions of the students. The teacher may wish to stop the tape for discussion, rewind the tape for review, freeze a frame for emphasis. When the program is over, the students should be given an opportunity to respond to what they have seen. The teacher should determine if the students were interested in what they observed and if they understood what they saw. Students should be able to relate the program to prior knowledge and use the program to assist them in future assignments. The teacher should plan follow-up lessons. These may include but are not limited to arts and crafts, creative writing, group discussions, music, reports, research, and role playing.

Hints for Building a Library of Tapes

Establish a central location to house videotapes that is accessible to all teachers interested in using the tapes. Identify one person as the individual who will oversee the tape collection and keep a running inventory. Catalog the tapes for ease of use. Develop an effective checkout system so that faculty members, parents, and students may have access to the tapes.

MODEL PROGRAM

"You are Special," Autobiographies + Technology: Curriculum for the 90s

Students create an autobiography using these tools: word processor, digitized image of themselves, and a personal time line. The goal of this program is to stimulate creative writing through use and diversity of technology.

Students are introduced to autobiographies and biographies and asked to compare and contrast them. Any computer equipped with a word processor and a computer projection device is used to record the resulting class discussion. A typical scenario arises in which one student is responsible for typing in student responses, while others view the screen and make suggestions and comments. Teacher and students continue to work collaboratively until a final autobiography outline is developed. The outline is then printed out, duplicated, and distributed to the class. Students use the outline to jot down notes about their own lives to assist them in organizing their autobiographies.

Next, the teacher instructs two students in the proper use of a video camera and digitizing software. A corner of the room is set up as a video studio. Throughout the day, children take turns having their pictures taken. Each student is given the opportunity to use the computer and attached video equipment while being assisted by their peers. The digitized pictures are printed and saved.

Students bring their autobiography outline notes to the computer lab and use a word processor to produce their first drafts. Children are encouraged to edit their work until they and their teacher are satisfied with the final version. Next, the young authors review their life stories and list the major events in chronological order. In the computer lab, students are given access to software *(TimeLiner)* to produce a large attractive personal time line.

Once each child has completed a word-processed narrative, personal-digitized image, and time line, they combine these into a book. The book is illustrated using a combination of computer graphics and hand-drawn pictures. Finally, a cover is created using *Print Shop* (or similar software), and students proudly share their completed autobiographies with classmates and peers from other classes.

EVALUATING TECHNOLOGY

Teachers are bombarded with information about the merits of one piece of hardware or software over another. Most teachers have not had the training or experience to evaluate the technical merits of computers. However, practicing teachers have an advantage over software developers in that they know how and what children will respond to. For example, elementary school teachers have always known how important color is to young children. Elementary classrooms are bright, colorful places where children learn. For a long time, color was not acknowledged in the computer materials produced for children.

In evaluating technology, teachers should ask these questions: Is the technology appropriate for the age experience of my students? Could the information that is presented be taught as well using a different instructional approach? How can the use of this technology be integrated into the overall schedule of the school day? Curriculum should always be the driving force behind technology, not the other way around.

Assessment of Student Learning

As important as acquiring cooperative and technological learning skills is developing an attitude of individual responsibility for learning. Accountability strategies range from the traditional quizzes, tests, or essays to randomly asking group members to explain a concept or procedure or to report to the class on their task results.

Students may choose from the group one or two members to explain a concept, or they may choose from the group's work one paper for the teacher to grade. Sometimes teachers give bonus points to group members if all achieve a certain score on a test. Students are eager to help each other learn in these situations. Although some people feel that giving group grades is unjust, research in this area indicates that students who work in cooperative groups feel group grades are fair. Teachers can easily use both group and individual grades.

Research also tells us that students learn concepts much better when they have to articulate them—when they talk about what they are learning. Students who go to big league universities expect to join study groups, because discussing material helps students to clarify their understanding and to move it into long-term memory. We do not remember concepts we don't understand. What teacher has not said, "I never really understood this material until I had to teach it"?

DOES THIS COUNT?

Standard report cards may not adequately meet the needs of students nor accurately represent their performance for their parents. Goals and objectives differ from individual to individual as well as for ages and classes. One teacher, dissatisfied by the "business as usual business" of report cards was given permission by his principal and school-based management team to design and pilot his own system of alternative evaluation. Worrying that parents might perceive his experiment as a threat, he decided to implement the program between regular marking periods. With the first alternative evaluation, he sent home a questionnaire, asking parents if he should substitute the new method for the old. The answer was an emphatic "yes."

This teacher's alternative assessment program consisted of a newly-designed objective report card and a portfolio kept by the students. The work that the children were asked to collect included tests; reports; notes from home, both good and bad; personal evaluations of projects; and an assignment that they felt represented their best work.

The children were asked to establish levels of excellence for themselves and determine what that meant for them. The teacher also included a reading and writing survey that was given to his students in September and again in June.

For the final marking period, the students were asked to complete a report card for themselves, one for their teacher, and a letter to the teacher's future students addressed "Dear New Third-Grade Student." These documents, including his written assessment of each child and excluding the letters to future students, were put in the portfolios and sent home for the parents to keep.

The teacher concludes: *When it was time to write the objective part of the report card for each marking period, my job was easier, since the information about each child was filed in an organized way.*

REPORT CARD/STUDENT EVALUATION SECTION

Name: _____

Please answer the following questions as honestly as you can. Use additional paper if necessary.

1. What is/are your best subject(s)?_____ Why?_____
2. What is/are your worst subject(s)?_____ Why?_____
3. How do you feel you can improve at school?_____
4. How can your teacher(s) help you learn?_____
5. How can your parent(s) help you learn?_____

Describe an important moment or event in school recently. Why was it important?

_____

Parent Signature: _____

TEACHER REPORT CARD

For Stephen Perepeluk

I. Overall Ratings

	Circle one (1 low 5 high)
A. General ability to teach the regular subjects: reading, math, social studies	1 2 3 4 5
B. Teaching of writing	1 2 3 4 5
C. Good selection and variety of projects	1 2 3 4 5
D. Good selection and variety of field trips	1 2 3 4 5
E. Fair amount of meaningful homework	1 2 3 4 5
F. General ability to be fair and listen to students	1 2 3 4 5

II. Questions

A. Do you feel that you learned a lot this year? yes no

Explain: _____

B. Was the third grade an enjoyable experience for you? yes no

Explain: _____

C. Use the back of this page for additional comments. Include your best moment this year.

He adds: *I can't describe the pleasure I felt in reviewing the portfolios at the end of the year and realizing the progress my students had made. I suppose that by designing this program, I was not only attempting to meet the needs of my students and inform their parents of their progress, but also providing myself with a more intimate picture of the role I played in the learning that took place.*

A Word of Encouragement

An important salutary side effect of changing the ways we deliver material is relieving the burn-out syndrome. Those teachers who burned out on large classes; too many papers to grade; and rude, disruptive, or languid students are finding this revolution in teaching a welcome relief. One revived teacher explains it this way: *I am one who found that "love is better the second time around." I find teaching more interesting and enjoyable now and, significantly, I know I am a better teacher. What is far more rewarding than my pontificating to a dozing class is seeing the "Ah ha!" happen as students discover for themselves. I no longer develop a headache or queasiness in my solar plexus as I walk into my classroom each day, and I can tell that the students are feeling the same way. "Going to class can be exciting when you get to do stuff," said one of my students this year. Teachers are learning the wisdom and practicality of these methods of delivery.*

Contributing Teachers:
Chapter 2
Ronnie Brodie
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Lillian M. Houser
Joyce Peacock Kent
Robert Alan Liftig
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Anne Meyn
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Rosemarie Pirro
Rhonda R. Pramik
Terry Rosengart
Paulette Z. U-Rycki
Debby Sue van de Vender

BEST COPY AVAILABLE

3 Management of Student Behavior in a Changing Classroom

Tired of feeling like a full-fledged referee in the classroom? Sick of hearing constant variations on the theme of "Ms. Connor, Jason won't share (is hitting me, is calling me names!)"? Do you feel that the attention span of the average student in your class has become shorter and shorter over the years and that your role as an authority figure has been eroding? You are not alone: *Student behavior sometimes overwhelms me, particularly when a student acts out, talks back, or is destructive. I sometimes wonder if the student realizes that teachers "hurt" too when they are told off or called names.*

The complexion of classes changes continually and reflects changes in our society and societal problems. AIDS, homelessness, and substance abuse have already affected our classrooms with forceful impact, and we are struggling with the learning disabilities which are associated with them. "Crack babies," for example, often have short attention spans, are easily distracted, experience health problems such as asthma, and have great difficulty establishing bonds of trust with adults. And it is no longer only the inner-city classroom facing these problems.

Aggression and abuse toward children are often related to parental trouble, and it is important for the teacher to become an advocate for the child. For the teacher's protection, as well as the child's, it is essential that all irregularities be carefully documented.

While it is easy to decry the lack of parent involvement in schools, with the increased demands on today's parents, it must be recognized that it has become more and more difficult to keep house and home together. Relentless pressure to learn is not the answer to our current school problems either. Children need a safe, supportive school environment, open ideally from 7:00 a.m. to 6:00 p.m., equipped with a certified, caring staff. These quality extended-day programs should provide supervised homework, afterschool field trips, community service for academic credit, and a host of other innovations.

The business community must respond, too, to the needs of the children by offering "opt time" for parents to work in their children's schools, by partnering the cost of new school construction, and by providing the expertise to help administrators with the "business" of school. The "community center school" of the future should serve a variety of functions—medical, nutritional, academic, athletic, and aesthetic.

In the classroom itself, time-out areas should not always be used for punishment. They can be safe places where a child can calm down when

"Can we talk about it?" 25 Meryl Meisler

angry or overstimulated. Teachers must help children with poor impulse control understand their emotions. They must be taught what they should be saying to themselves. Out of necessity they have developed survival skills rather than social skills.

Experienced teachers manage classroom behavior in a variety of ways which usually combine reward and punishment, behavior modification, arbitration, subtle persuasion, and sometimes just plain rank pulling. What works for one teacher may be useless for another.

I discovered that I could not pretend to be a stern disciplinarian. My management style is to be organized, well-planned, pertinent, and consistent in my lessons. I try to communicate my excitement about teaching, particularly about teaching with the technology now available to the classroom. I also try to show students how important it is for me to help them learn.

Reducing the discipline problems in our classrooms gives us the freedom to do the job we were hired to do—teach. It also makes life a lot more pleasant for all the members of the classroom community.

Tricks of the Trade, Classroom Management Programs That Really Work

ABSENTEE ARBITER

1. Gather together all the combatants.

2. Say something like, "You seem to be having a problem."

3. Say, "Tell me about it." (This step is strictly optional and depends on the state of your nerves.)

4. Say, "I'd like to see you settle this so you may go on playing (working) as friends. Sit down here (near the teacher, against a wall, around a table) and talk about what you can do to settle this problem and be friends. Discuss what you are going to do to keep this from happening again."

5. See that everyone sits down, preferably in a circle if it is a large group. For some reason, this one condition alone seems to aid greatly in reaching a settlement.

6. Say, "Be sure to come and tell me what you decide."

7. If there is disputed equipment involved, say, "I'll hold this until you have it settled."

8. Turn your back on the discussion. If you have skipped step three, it is sometimes interesting to eavesdrop on the discussion to get a feel for the dilemma and make mental notes of how different students apply problem-solving techniques. Usually within 60 seconds students will trot up to you, all smiles. Ask, "What have you decided?"

9. After hearing the terms, ask, "Is everyone happy with this?" Watch facial expressions as you ask this. If anyone is not satisfied, repeat steps four through nine.

10. If all are in accord, ask what they are going to do to prevent this from happening again. Then add a little propagandistic comment such as, "Doesn't it feel much better to be friends than to be fighting?" Shaking hands on the deal seems to add a final happy touch.

Extremely stubborn children sometimes do have difficulty unbending to allow for the give-and-take this method requires. If the problem occurs during class time and the process seems to be taking too long, say, "You have one more minute. If it's not settled, we'll write your names on the board and you will settle this *before* you go (to lunch, to recess, home). *Bingo!* Usually an instantaneous settlement.

The teacher notes: *This squabble-solving procedure also acts as preventive medicine. I've witnessed students bound toward me with tattles on the tips of their tongues and then veer off course, saying, "She'll just make us sit down and talk about it. Let's go play."*

REINFORCING POSITIVE BEHAVIOR

Shopping Around

Have a commendation chart posted at all times. My students can earn points in many categories including conduct, classwork, homework, cooperation, and problem solving. At the end of two months, the two students with the most points are told that they have a certain amount of money to spend, and they "go shopping" in a mail order catalog. They love it! Note: You may also want to base a math lesson around the purchases the students made in the catalog.

Tickets Anyone?

I base the management of my classroom around the acquisition of red and blue tickets. Red tickets are distributed in the beginning of the year. The children earn more tickets by demonstrating good behavior and attitudes. Tickets may be taken away for disobeying the classroom rules. If the entire class is at fault, the children decide how many red tickets they should lose.

Blue tickets are given out as academic motivation. When a student uses a Word-A-Day word, achieves a perfect test score, or demonstrates a math concept on the board, he or she receives blue tickets.

Each child is given two self-closing plastic bags in which to keep tickets. It is their responsibility to keep track of their tickets. Every three weeks we have Ticket Day. First the students decide what privileges they would like to buy with their red tickets. These include teaching a lesson, checking papers, Lunch Bunch (inviting a friend from another class to eat lunch with you), no homework permit, or Share Bear (reading to a first grader).

The blue tickets buy coupons to drop a low test score, add points to a worksheet, or the opportunity to do a poor assignment again. The coupons, which are run off on colored ditto paper and decorated with clip art, are attached to the

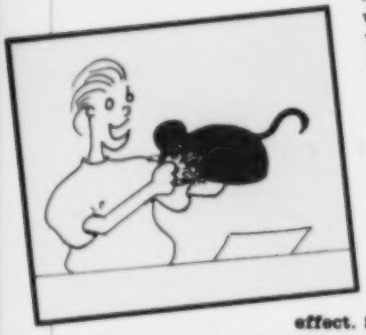
paper or test which the student wants to upgrade.

During the last week of school, both the red and blue tickets can be used for our class garage sale of donated books and toys. The child bids on the item he or she wishes to purchase. Those tickets then belong to the child who donated the item. The garage sale keeps the children excited about the ticket system to the very end of the year.

SAINT HEIDI

My story begins with a ninth-grade boy named Stephen (name changed). His I.E.P. (Individual Education Plan) read "Destructive! He has broken all our computers and two televisions. He cannot sit still and stay on task." Since I did not have a computer or television in my room, I felt momentary relief. Then I looked around at my classroom, and my eyes fell on the fluorescent lamps on the plant stand, the aquarium, the terrarium, and all the potted plants. I was feeling a bit anxious but decided to remain positive.

The day Stephen arrived, I was explaining classroom responsibilities. I always begin the year by asking students to bring in a box of tissues from home. Stephen's response to my request was very loud and emphatic, "I don't have to, you can't make me, and I won't!" "That's fine," I said. "I was just hoping you would want to help me." (Emphasis on word WANT.) "Well, I don't!" he yelled again. This time I simply said, "I heard you."



A week passed before the I.E.P. information proved true. Stephen lost his temper in my room, taking several cassette tapes and throwing them on the floor. He was losing his temper in other classes as well. I was at a total loss.

I resorted to "networking." I talked to everyone I knew about Stephen. One friend offered to lend me a pet rat, saying that sometimes animals have a calming effect. She said the rat had never bitten anyone and was great with children.

The following day I brought the rat to school, and the students christened her Heidi. I told Stephen that Heidi was his total responsibility. Heidi and Stephen were perfect together. He talked to her constantly, cleaned her cage, and brought her lettuce from the school cafeteria. (Heidi never did bite him, but she deserved sainthood for her tolerance.)

A month passed and Stephen was still doing quite well. I came to work and found a brand-new box of tissues on top of Heidi's cage. No one took credit. When Stephen walked in, he was smiling from ear to ear and said, "Did you see what Heidi brought you?" Then he laughed and said, "She really wanted to do it!" (Emphasis on the word WANTED.)

The tissues were gone by Christmas, but I wasn't able to get rid of the box. By Easter vacation, Stephen was doing just fine. I returned the rat to my friend, and Stephen accepted working in my room without Heidi's company. He had joined our Ecology Club and was even serving as treasurer.

The last week of school I looked around my classroom at all my students with a sense of pleasure. Without warning Stephen jumped up from his chair, dragged it across the room and used it to pull down my empty tissue box. He began tearing it to shreds. "What are you doing?" I gasped. "I'm tearing it up so it will fit in our recycling box," he said. I smiled; what a great reward!

From Me to You

I frequently use "teacher notes" as an aid in disciplining high school students. One has a picture of a bug on it and says "You are bugging me." It has room for an explanation of the problem. I fill it out, then walk over and give it to the student. The student has the opportunity to write a response. Another note thanks the student for making my day a little bit better through his or her cooperation or sense of humor. Another message reinforces that I am glad they are "on track" and doing their work. Students treasure these private teacher communications. Even when they are told that they are bugging me, the note lessens the tension because it is done privately and without confrontation.

Comic Relief

Never underestimate the power of laughter. The ability to laugh at yourself is a characteristic worth developing. *Recently I had a problem with five of the tallest boys in my class. I asked them to step out into the hall. As they came out, one of the boys grabbed a chair and pulled it out with him. He then proceeded to help me up on the chair. He told me that since I was angry, he wanted to make sure that I would be able to look down at them when I reprimanded them! We all had a good laugh, which helped to defuse a very explosive situation.*

Contributing Teachers

Chapter 3

Ronnie Brodie
Lillian M. Houser
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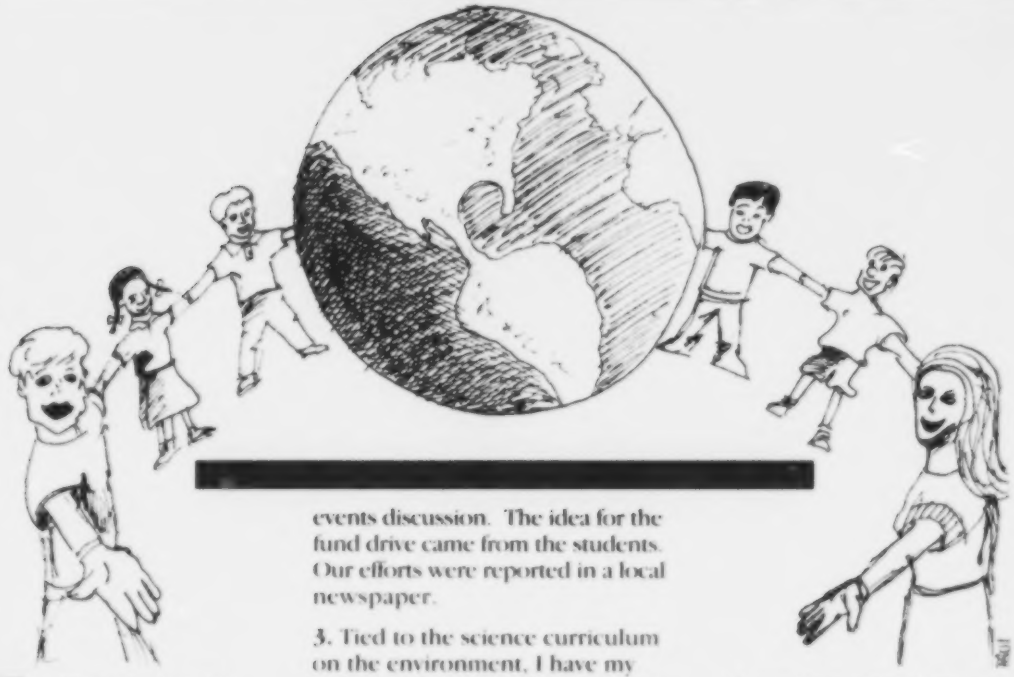
Christine Kelly
Ronna L. Kramer
Joni H. Norris
Judy Simon
Carole Coleman Taylor
Nancy K. Webster

4 Educating for Social Responsibility in a Changing World



Even more important than teaching the basics is educating our children to take their places in society. Teachers have accomplished this in a variety of ways. One teacher reports that many of her activities evolve from reading the newspaper:

1. A study of the Presidency led to class debates as students roleplayed the candidates. All pertinent issues were discussed, and we held our own elections on Election Day.

2. In 1988, a schoolwide fund drive was set up to aid victims of the Armenian earthquake. This activity was an outgrowth of a current events discussion. The idea for the fund drive came from the students. Our efforts were reported in a local newspaper.

3. Tied to the science curriculum on the environment, I have my kids write letters to different environmental agencies. I use the books ***50 Simple Things You Can Do to Save the Earth*** (Greenleaf Publications, 1990) and ***50 Simple Things Kids Can Do to Save the Earth*** (EarthWorks Group, 1990). One year my class sponsored a penny drive to save acres of rainforest in Guatemala. We also adopt endangered animals, such as whales and manatees.

4. During the Persian Gulf War, my class wrote to an Air Force sergeant stationed in the Gulf. In letters and photos, the students learned about life in the desert during wartime. Copies of our letters were sent to an author who is writing a book about friendships made during the war.

5. We have planted trees on school grounds with free saplings provided by the state education department.

6. We do a whole unit on propaganda techniques in advertising. This teaches the kids to be better consumers.

7. I teach drug education, family living and sex education, and AIDS education, hoping awareness will make our adults of the future better able to cope in a rapidly changing world.

Many of the materials teachers use for these types of activities are free. Professional magazines and newspapers contain a wealth of resources. Send for every "free-

bee" offered. Get on mailing lists. Not everything you read will be useful; pick and choose what is right for your program. It is not as difficult as you may think to make our kids socially aware.

A current theme among professional educators is multicultural education. Since most of our students live in a pluralistic society and our country has become part of a global market economy, the understanding of different cultures and value systems will benefit our students in the future. While the purpose and relevance of multicultural education may be obvious, practicing teachers are trying to figure out how best to deliver this instruction. Educators interested in multiculturalism have championed the use of cooperative learning strategies as valuable tools for many students.

An important benefit of the multicultural approach to education has been the improvement of educational materials such as textbooks and audiovisuals. The new materials make use of the rich cultural heritage of America, depicting people from diverse ethnic, racial, cultural, and religious backgrounds.

Here's how one teacher uses newspapers and some of the new technology available in our schools to explore cultural and racial issues.

MODEL PROGRAM

Cultural Currents, A Computer-Supported Newspaper Investigation

I have had strong reactions to newspaper coverage of ethnically and culturally diverse groups. As both a concerned citizen and a teacher of English, I feel it is my responsibility to sensitize my culturally diverse students to these newspaper currents. Using the computer as a report analysis notebook, student teams work together in comparative privacy to examine headlines and graphics (courtesy of a scanner). Then from the objective notes on their monitors and printouts, students begin to evaluate the ways this coverage celebrates or jars the cultural mosaic of our community.

First I ask the students to each bring a newspaper to class. I suggest that they include in their selections foreign language newspapers read in their own homes.

Then I divide my students into teams of two or three. Once in the computer lab, each team sits down at two joint computer stations. When they are ready, I list the following racial ethnic groups on the board: African Americans, Hispanics, Chinese, Japanese, Koreans, Jews, Native Americans, Haitians, Dominicans, Puerto Ricans, Greeks, and Irish. I ask the students to work together in teams to make predictions on how many news items these papers might devote to a particular ethnic /racial group and in what news sections these articles would appear. I give the news reader groups five minutes to confer and come up with their predictions. I request that each team appoint a recorder to enter its predictions on one of the computer monitors.

After the students enter their predictions, each team shares them. Once all the teams present their ideas, they are given time to modify their predictions based on our discussion. Then I distribute a cultural currents computer investigation sheet:

CULTURAL CURRENTS NEWSPAPER INVESTIGATION

Date of newspapers surveyed _____

Newspapers used _____

I. SURVEY

Target Group _____

II. REFERENCES

As you go through the newspaper, list all references to the target ethnic/racial groups by news section, classification (story, ad, graphic, photo) and by affect (positive, negative, neutral).

	News Section	Classification	Affect
1.			
2.			
3.			
4.			

III. EVALUATION

Based on this date's survey, I find that the coverage of my target group is:

_____ **valid**

_____ **perpetuates a favorable stereotype**

_____ **perpetuates a negative stereotype**

_____ **provides insufficient data to make a statement**

My reaction to my findings is: _____

_____

I would like to see coverage of this target group:

_____ **changed**

_____ **remain the same**

_____ **stopped**

because:

_____

Each group selects one student to enter the actual number of cultural currents references at the second of their computer stations. Since we have a scanner available, one team member also cuts and scans relevant photos and graphic references.

The students work for 30 minutes. As I circulate through the lab, I watch them scroll through their entries and listen to earnest discussions of whether the reference to a particular cultural group is positive, negative, or neutral.

Then, rather than have the students share their findings in a group discussion as I would in my classroom, I ask the teams to switch stations to review another team's findings. They are given time to enter their own comments under their names on the file they are examining. When the bell rings, we save our findings and predictions file until our next session.

When we return to the lab, the student teams go back to their original stations with two tasks: to review the comments made on their cultural currents evaluations and to check and confirm their original predictions. Again, I observe the students scrolling through their findings and peer comments and comparing these with their predictions. I encourage them to comment on the accuracy of their predictions on that particular file.

When one group shared its findings, the following consensus was voiced by the students and entered by one of them on a large poster:

- With the exception of one of our 10 teams, each team had greatly underestimated the number and diversity of cultural references.
- The images and depiction of blacks in the news that day were mostly negative. Many visual and verbal references to black people dealt with crime, low academic scores, and poverty. There was only one positive story that dealt with a black person. This was about a Dominican athlete. Was this a trend that would be confirmed through weekly examinations?
- Although there were references to Hispanics, Indians, Greeks, and Native Americans, they were too few to provide sufficient data to make a judgment on the affect of these groups' media coverage.
- Some groups, such as the Chinese, were favorably covered but with an emphasis on academic success and artistic ability. Is there such a thing as coverage that is "too positive," so that the expectations of success for members of that group in particular subject areas is too high? Is that kind of coverage just as bad as a denigrating stereotype? On the same theme, did every Dominican student have the ability to be a star player?
- Was Japan bashing in the news a topical theme only after the President's disastrous January 1992 trip, or would it continue in the next few months?
- Was every reference to Israel a reference to Jews? Were Italians always linked to the Mafia in the news?
- Were racial bias crimes the media "flavor feature" of the month or an accurate coverage of an alarming trend?

The students wanted to pursue these questions. They asked if we could continue our files and make a database of specific cultural target groups. I asked them whether they would want to continue as a classroom-based writing project, rather than a computer investigation. Several said that entering the data, scanning graphics, and comparing files "defused" potentially "hot" issues into relatively objective words and photos to be evaluated. They liked working in small groups because some found it difficult to discuss the issues that hit so close to home and could more readily "enter" their views.

I was teaching a unit developed around the themes of stereotyping and discrimination. It was a fifth-grade English class, and we were comparing several books including The Diary of a Young Girl *by Anne Frank and* The Hiding Place *by Corrie Ten Boom and John Scherrill. Then the Rodney King story exploded on the scene. The need for expression, for sharing, for searching, for being listened to were great. The themes of stereotyping and discrimination were already in play. I incorporated the students' immediate needs into my planned instruction, and though we found few answers for our many questions, we did find comfort and security in each other.*

How To Get Started

In order for children to understand and respect each other, they must first have a strong sense of identity. This identity is founded on the valuing and respecting of one's self and one's culture. An appreciation of the contribution that one's ethnic group has made to society is also critical. When a child feels valued as a human being, it is not very difficult for him or her to embrace others with respect and dignity. In order to accomplish this with the children we teach, experienced teachers need to:

- take courses on minority history and cultures
- develop tests that demonstrate a sensitivity to different learning styles and language barriers
- become knowledgeable of educational material that is multicultural in content
- bring students into contact with persons from other cultures and give them opportunities to examine each others' perspectives
- make contact with professional organizations that are on the forefront of multicultural education

This list is not conclusive nor should it be construed as being exclusively designed for those who believe in cultural pluralism. Whether you are a proponent of assimilation or diversity, good teaching builds bridges across cultural bias and barriers so new roads can be taken and new vistas experienced. A good guide maneuvers and navigates toward these bridges, looking back as a reference point but always forging to places that free, expand, and invite.

Earth in the Balance

All of us—teachers and students—must realize a responsibility to others who inhabit this earth and to the earth itself. To nurture in young people compassion and willingness to assist those who need help and to support causes they believe in will assure a future where hope is alive and present. As we seek to educate the whole child, we must make sure our students have an opportunity to experience first-hand helping someone in need. From sharing time and talents with residents of a nursing home, to adopting a project to help homeless children, to instituting a school recycling program, students need to be involved directly. Here's how one teacher helps his students develop their environmental conscience.

Peter Parrella

MODEL PROGRAM

S'M A W—Learning About Recycling

S'MAW is New Yorkese for "some more," but for nearly 100 junior high school students in New York City, it also means an integrated learning experience wherein students develop an environmental consciousness incorporating science, math, art, and writing. The S'MAW project was developed as part of a unit on recycling for seventh-grade environmental science classes. After learning the fundamentals of recycling, particularly its importance for our earth's future, the classes experienced the recycling process first-hand by making recycled paper in the classroom. Their math, art, and language arts teachers were recruited to integrate recycling into their curricula, and student enthusiasm began to simmer.

Students were eager to share with others the importance of recycling, particularly the necessity of using recycled products. They christened themselves The Earth Angels of Brooklyn and decided to spread the word by becoming, for two weeks, distributors for a company that produces recycled paper products. The youngsters took orders from a catalog for recycled products which included stationary, greeting cards, note pads, and gift wrap, while delivering to each customer a message about recycling. Each order received was a confirmation that the students had made their point.

A real business atmosphere prevailed in the classroom as sales were reported each day, and the students got more and more excited as they found support for their ideas. They wanted a way to tell the entire community that they were helping to make changes for a better world. Thus, on five Saturdays, The Earth Angels of Brooklyn met with brooms in hand and swept streets for two hours. On one Saturday, two youngsters and one parent picked up litter on a busy avenue, while collecting litter data that students later used to compile litter statistics. Other students conceived an anti-littering leaflet directed to merchants on the avenue. This leaflet continues to be issued monthly. The business component of S'MAW was a wonderful math exercise. Orders taken had to be categorized and tallied, while additions, multiplications, and percentages had to be carefully monitored and checked.

During the two-week sales period, classes earned $650 profit (45 percent of gross sales). They decided to purchase with their profits 60 copies of the book ***50 Simple Things Kids Can Do To Save The Earth*** and distribute them to 60 teachers from other schools in the community. Each teacher also received a letter describing S'MAW, plus a class set of student letters describing their efforts and reactions to the program and a colorful poster on recycling for classroom display.

These S'MAW gifts are on their way to a new audience of 1,800 students who will hopefully do S'MAW themselves. With the remaining funds, The Earth Angels will complete their unit of study by attending an off-Broadway musical play on recycling. It is hoped that this will not be the end of the program but a beginning of communication and networking between S'MAW students and communities in an effort to protect and preserve our mutual home.

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The Experienced Teacher's Students

A *teacher* is a person who causes another to learn by example or experience. *Experience* is activity or practice through which knowledge or skill is gained. This implies that an *experienced teacher* is a person who has engaged in activity or practice, acquired knowledge and skill, then caused others to learn by example. Put simply, an experienced teacher is the head domino in the game of knowledge. Before the other dominos fall into the acquisition of skills, the head domino must fall first. But the game of knowledge is not quite as simple as we thought. College prepared us with an in-depth overview of the rules. But once the game began, the rules changed and continued to change. This was no longer the game which we were prepared to play.

Now let us take a different look at the definition of an experienced teacher. Based on the observations previously stated, it is clear that experience itself is the true teacher. Activity and practice is a lifelong process. The teacher teaches the learner, who is busy teaching the teacher. Suddenly we realize that we are not the head domino as defined by the rules; we are actually somewhere in the middle with an infinite number both in front of us and behind us. And so with each experience the "dominoing" continues. The rewards are eagerly accepted and generously passed along. We are the experienced teacher—learning the rules, breaking the rules, rewriting the rules, forging a new game of knowledge.

Raising Student Expectations

When a child is met with negative reactions, that child begins to internalize those reactions and starts to believe that he or she is incapable of achievement. A devastating cycle of failure and frustration sets in. Can this student be saved?

Enter the gifted teacher. This professional knows that the way to begin a lifetime of learning is not through negativism. An encouraging word, a smile, a little joke—these are the small ways in which the teacher creates an uplifting educational environment. Children need the reassurance of attention and praise. An approving look that shows that the teacher cares says more than a thousand words.

A student's self-expectations are raised through the provision of appropriate curricula and learning environments. Just as important, the teacher must model positive attitudes for students with the clear expectation that these attitudes will be emulated. If the words that come back to us are words of encouragement, praise, and enthusiasm for learning, teachers can feel confident that they are touching young lives in a way that encourages children to expect the best of themselves, of others, and of their learning environment.

Teachers are wary of snares along the road to excellence, however. One teacher pleads for the elimination of labels such as "learning disabled" and "dyslexic": *Once a child has been given a label, all efforts made by the school are focused on remediation of that disability, and little attention is paid to developing abilities. This concentration on the student's difficulties stifles emotional growth by lowering expectations. These students begin to believe that they will never achieve as much as others. The talents they do possess go unnoticed. It is no surprise that children with labels tend to have lower self-esteem than their nonlabeled peers. These students believe that because they are learning disabled, any effort made to learn and to accept challenges will result in failure. Eventually, they stop trying and blame their inability to succeed on their label.*

Another teacher insists that student expectations cannot be raised if we continue to track our classes: *Parents, teachers, administrators, and university educators must work together to challenge the assumptions inherent in ability grouping. We must have high expectations for all of our children. We need to look at classrooms and programs that do not isolate children by ability, support the professionals who are running them, and encourage their replication. There are schools where two-way bilingual integration programs foster respect and appreciation for the diversity of our multicultural society. In my own classroom and around my city, teachers are exploring a variety of mod-*

els for integrating special needs students into mainstream classrooms.

Other teachers claim that "in" educational programs are merely band-aids and will do nothing to cure what ails us: *I believe the emphasis in teaching basic skills should be on the value and importance of the* ***skills themselves.*** *By constantly changing our approaches to teaching with "new, creative" products, I'm afraid we're giving the impression that none of our approaches have any real value in and of themselves, but that only the latest and newest methods have merit. It is not my students' self-esteem that is lacking. What is lacking is their sense of obligation, their sense of right and wrong, sense of responsibility and purpose. Students develop these qualities when their teachers are demanding and strict, yet helpful and fair. When we as teachers fully accept the fact that learning, like everything else, comes with a price—namely discipline and practice—we will have come a long way toward restoring values to education that will give our students true self-esteem. Self-esteem that comes from having paid the price, done the work, and put forth the extra effort makes us feel really good inside.*

GIVING CREDIT WHERE CREDIT IS DUE

At Hamden Middle School in Hamden, CT, a committee of educators, parent leaders, and a community worker was formed. It was called the Inspiration Committee, and its purpose was to upgrade student performance. The committee discussed curricula requirements, constraints, and discrepancies. The committee adjourned most of its meetings with assignments to research and report information gathered by recognized educators on the academic progress of public school students. The Inspiration Committee soon realized the need to develop a structured system of rewards, and the Blue Ribbon Society was created. Students became members of the Blue Ribbon Society when they improved a report card grade without decreasing other grades earned the previous marking period and when they maintained A's and B's.

The Inspiration Committee recognized Blue Ribbon members by having their names read during morning announcements over the public address system, displaying their names written in calligraphy on a scroll in the school's main corridor, distributing certificates for their achievements, and honoring them at a breakfast reception. Each Blue Ribbon Society student was given an additional invitation to the breakfast for a parent, an extended family member, or a neighbor. The Inspiration Committee was surprised and pleased by the number of guests who came to witness the celebration and recognition of students, many of whom had received little acknowledgement in the past.

REFLECTION AS A MEANS OF RAISING STUDENT EXPECTATIONS

Very often the first step in raising student expectations is creating expectations that students "own" and understand. Students, particularly very young students, have a limited basis for judging their work. A biography project designed by one teacher encourages young students to reflect on and assess their work at different stages of the assignment. This process of active management helps students set up and meet expectations for themselves. ***(See following page for description of biography project.)***

The teacher reports: *Prior to the biography unit, I had never achieved such a close match of student and teacher expectations. From this unit and similar experiences of the last several years, I am convinced of the importance of punctuating units with time for reflection.*

Several strategies were used to create expectations during the biography unit. The "You Can Do It" theme was evident because it was agreed from the outset that everyone would produce an autobiography. Therefore, receiving an N (needs improvement) was not an option. Secondly, the task was managed by keeping a checklist at each phase of the reading and writing process, so that progress on the autobiographies was visible to students and to teacher. After the first year, the teacher was able to share the videotape as a model of what was expected. Most valuable of all, according to the teacher, were the discussions of what was expected in the reading and writing at different points in the project. The results of those discussions, the expectation chart, remained before the students throughout the unit.

"Treat people as if they were what they ought to be and you help them to become what they are capable of being."

Johann Wolfgang von Goethe

As teachers we need to emphasize a broad repertoire of summative and reflective techniques to help students establish and pursue goals. Very simple reflective techniques seem to work well for young students. One teacher says that the week is not complete in her classroom until each child is given the opportunity to think about group and individual accomplishments and goals: *Each week we write a summary of key events as a Class News. This helps students remember what they have accomplished and is sent home to communicate to parents. At the end of the Class News, I often ask students to respond to a question: What are you proud of that you did this week? What was the hardest thing you did this week? What do you want to work on next week? Similarly, I have students reflect through their personal journals: What is your favorite entry and why?*

Opportunities abound to encourage students to reflect upon goals and expectations. To do so is to help students "own" those expectations and discover the means for achieving them. Reflection is time well spent.

BIOGRAPHY PROJECT

Preparation

- Visit the biography section of the school library. Read one biography aloud.
- The class brainstorms and lists the facts they expect to learn about a person through a biography.
- A period of three weeks is spent analyzing and contrasting two biographies, such as *Helen Keller* by Margaret Davidson and *Annie Sullivan* by Bernice Seldon.
- During this phase, students summarize chapters and produce illustrated sequence strips. They also maintain a log with entries about their reading and reactions to it.

Autobiographies

- Students select biographies for reading themselves.
- They start their own biographies by discussing how to divide their lives for purposes of gathering information.
- The class decides what headings to record on butcher block paper. Examples: When I Was Born, Preschool and Kindergarten, First Grade, Second and Third Grade.
- The class brainstorms questions sequentially under each heading, gathers information from home, writes a section as a class, and then goes through the process of drafting, editing, and revising.
- Students keep track of work accomplished in their logs.
- A discussion is held about expectations—How will I know if I'm doing a good job? The student-set standards are recorded.
- The students complete their written work.

The Finale

- During the last phase of the project, the standards are reviewed and revised (Table 1).
- The autobiographies are bound, and the work is celebrated by videotaping the students reading parts of their autobiographies. These videotapes are sent to pen pals.

Evaluation

- Students are asked to rate the quality of their work using the standards they set up.
- The teacher rates the students' work using the same standards (Table 2).

Table 1

Students' Standards for Autobiographies

FIRST DISCUSSION	SECOND DISCUSSION
It answers all questions.	It answers most questions.
It is clear and seems real.	Same
It is easy to read.	Same
It has been revised	Same
5 pages is Satisfactory.	2-3 pages is Satisfactory.
6-7 pages is Good.	4-5 pages is Good.
8-10 pages is Outstanding.	6 or more is Outstanding.

Table 2

Comparison of Student and Teacher Ratings for Autobiographies

70%	16 of 22 matched my rating;
15%	3 of 22 gave themselves one rating lower;
15%	3 of 22 gave themselves one rating higher.

Equalizing Expectations for Girls and Boys

Is our society shortchanging girls and shortchanging America? As educators we need to take a closer look at research compiled by the American Association of University Women and compare it to what is happening in our own schools. AAUW charges widespread bias against girls. "The glass ceiling that limits girls' achievements starts not in the corporate boardroom, but in preschool," said AAUW President Sharon Schuster.

According to the survey, teachers, in unconscious ways, give significantly more attention to boys than girls in the classroom. This systematic bias is destructive to girls' self-esteem and confidence as evident in the survey, which shows a dramatic gender gap in self-esteem. Low self-esteem, and the also documented decrease in enthusiasm for math and science, have a dramatic effect on girls' performance. For instance, even though boys' enthusiasm for math and science also drops as they get older, according to the survey, boys continue to dominate the National Merit Scholarship semifinalist list.

Some schools are taking a proactive approach to gender equity. Over the past three years at Marshall High School in Fairfax County, VA, faculty and students have sponsored inspiring in-services and launched a campaign on this subject. As a symbol of this effort, a large gender equity oil painting designed and painted by Marshall High School students hangs in the school's stairwell, giving the students a visual image of the school's dedication.

This proactive approach is translating into an increase in the number of females in Marshall's math and science classes. A spring 1992 survey of girls in the advanced math and science classes indicated that in career choices Marshall High School is ahead of the national averages. Seventy-one percent of girls were planning to enter nontraditional occupations, while only 29 percent were planning traditional

occupations. The Marshall survey concurred with the AAUW finding that family and school, not peers, have the greatest impact on adolescent self-esteem and aspirations. In this survey, Marshall girls ranked their parents as most influential in their decision to take advanced math and science classes. Guidance counselors ranked second, teachers third, "others" fourth, while peers were a distant fifth.

As educators we cannot let society neglect the development of our most valuable resources. This is what we are doing when students of either gender are discouraged from contributing their best efforts. We must provide role models and a positive school environment to raise students' awareness that there is equal educational opportunity. We can make a difference by starting in our own schools.

Becoming Lifelong Learners by Developing Positive Student Attitudes

THE FIRST DAY OF SCHOOL

Today, my students, you're about to embark
On a voyage that will lead you out of the dark

A trip that will take you to the land of light
And open your eyes to a glorious sight

No extra baggage will be allowed, you see
Like failure, or guilt, or apathy

You will start equally, your minds a clean slate
You will each reach your goal, so don't be late!

This trip has no limits, you may go forward or back
Your imagination is all you need pack

You may have tea with a princess, or a fight with Caesar
Or take on Einstein with your own brainteaser

Girls are science students, too! Meryl Meisler

I will be your tour guide, but only 'til June
After that you must soar past the walls of this room

Now don't be afraid or feel sad for me
I must get ready for the next class, you see

For my job will be done, I'll have planted the seed
A thirst for knowledge, which is all that you need.

You are the future, you must continue your quest
And remember, never settle for less than your best!

And if your journey takes on a life of its own
I'll sit back and smile at the seeds that were sown!

—Becky Dingle

THE LOVE OF LEARNING

The ultimate goal of the experienced teacher is to make learning such a positive experience that long after students leave the classroom they will continue to learn for the love of learning. No feeling on earth can be better than the feeling that you were instrumental in helping a child learn to love knowledge!

For some children, we are the only stable person in their lives. In our interaction with students, our pride in our chosen profession has a profound effect. We must be reliable, honest, sensitive, and fair teachers. If we want to raise students' expectations, develop positive student attitudes, and show them how to become lifelong learners, we must become role models for our students.

Nothing is more powerful for developing positive student attitudes than offering children opportunities to make decisions. Student power does not belong only to those chosen to be class president or to serve in student government. Choices should be made available to all students. A teacher is in the position to both model good decision-making strategies and to offer students opportunities to practice these skills.

Whenever possible, teachers

should allow students to know what has gone into making a decision. Even when student input is not necessary for a given decision, the teacher can still share with students what the thinking was and can trace back over the steps involved. For example, having selected a work of fiction for the class to read in conjunction with a social studies unit, the teacher might describe the options available and why this book was chosen over any other—factors such as its language, a unique point of view, a "good story," a good match with the history curriculum. For decisions that belong to the teacher, modeling how choices are made provides a valuable learning experience.

Some decisions can be shared. In such cases, the teacher should make the options clear and offer students the opportunity to discuss them with the teacher and among themselves. Decisions about classroom arrangement are easily shared; often, students have good ideas about how the room might work better. Certainly, getting their input can help make the environment more comfortable for all those who share the space.

Finally, some decisions can belong to the students themselves. Whenever possible, students should take responsibility for making their own choices. For example, young students working on a number grid highlighting square numbers could be permitted to choose their own numbers. From the teacher's perspective, it probably makes little difference whether the child maps a grid of 9, 16, or 25. But to the child it means a great deal to have the freedom to choose. In addition to making them feel good about themselves and the assignment, choices serve to remind students that they must assume responsibility for their own learning and academic growth.

Sometimes, greater individual decision making is as simple as allowing young children to decide whether they will do an assignment in pencil or in pen, in cursive or manuscript writing. Other times, students are called upon to make more complex decisions, such as selecting a topic for an independent study. Either way, they are practicing important skills that will serve them throughout their lives.

I try to be very encouraging in the classroom, and my words came back to me recently in the following incident. We were talking about farm animals and, without great success, I was trying to draw a cow on the chalkboard. A child spoke up, "I think Mr. Smith has made a good cow!" This was followed by a chorus of "That's right. You're a good drawer, Mr. Smith!"

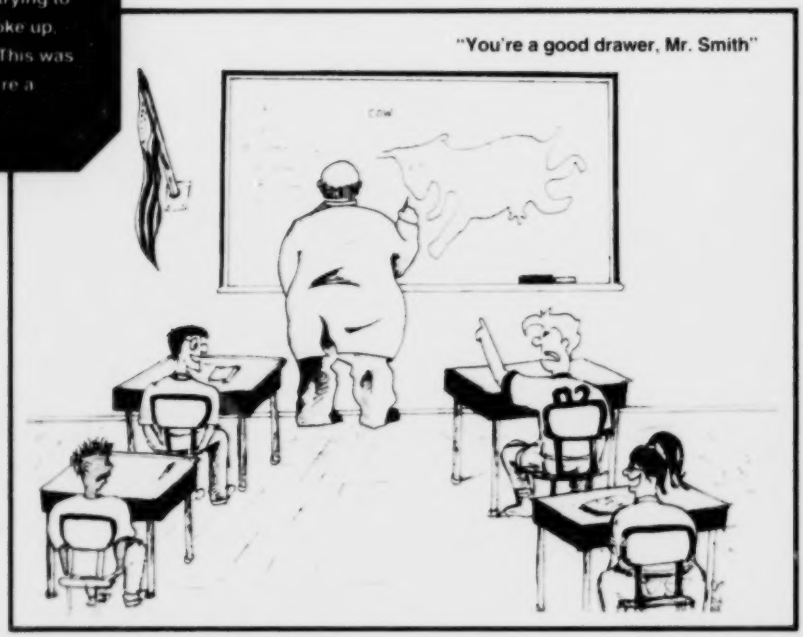
MODEL PROGRAM

Filling in the Gaps—Developing Positive Attitudes by Creating "Families" in the Classroom

Children make decisions about who they are and how they are supposed to interact with others based on how their family system has taught them to see the world. Because so many of today's children come from dysfunctional families, their inner dialogue is filled with negative assumptions: "I can't trust anybody"; "I'm not worth caring about"; "I'll never be able to do it, so why try." These are inaccurate, self-defeating assumptions which need to be changed.

FAMILY STRUCTURE

The students were combined into a family structure consisting of 20 first graders, 16 second graders, and 12 third graders. The "family" met daily for opening exercises, lunch, and closing activities. Instructional time was divided into two thematic time blocks—morning and afternoon. Students met in a large family group for initial explanation and then broke into project or skill groups as warranted. Each child became a member of a cooperative learning group. Children were grouped and regrouped throughout the year. Learning style preferences were accommodated through a variety of instructional presentations, room arrangements, and evaluation techniques. The goal of the program was to enable each child to acquire



"You're a good drawer, Mr. Smith"

the ability to relate to and cooperate with others, gain positive self-image as an individual as well as a member of a group, and develop a sense of personal responsibility.

BUILT-IN SUPPORT

By beginning and ending the day with a gathering of the family group, students had a built-in support system within the larger school institution. It was here that the children shared personal concerns, feelings, and affection for one another. Self-esteem was fostered through the affirmation of positive qualities by teachers and peers and through the opportunity to share accomplishments as well as disappointments and failures. The fundamental basic in social skill development was continually stressed for all members of the family:

I am RELATED to others by time and place.

I will RESPECT myself and others.

I am RESPONSIBLE for myself and my actions.

As students began to integrate these basics into their daily lives, they were empowered by the realization that they had choices in their lives. A sense of control made way for a positive, improved academic performance.

EVALUATION

Students were evaluated using a variety of techniques. Traditional formats (achievement tests, end of level tests) were used as well as less conventional formats. Students kept individual portfolios of work, which they felt showed progress or of which they were particularly proud. These portfolios were updated weekly and "showcased" to other students and parents twice during the year. Anecdotal records were kept to document progress in group work and participation. Daily journals showed the year's progress in writing skills. Reading progress was documented on individual audiotapes. Social development was evidenced through monthly behavior goals determined by each student. Development of thinking skills was shown through a notebook of weekly "problem pages." Checklists, rather than report cards, highlighted progress. Parents, children, and teachers participated in conferencing and evaluation four times during the year.

Each Friday, the students were asked to review their learning experience for the week. Letters detailing the lessons, projects, and behaviors accomplished successfully and those areas needing improvement were completed by each student. The teacher added comments as necessary, and letters were sent home for signatures. Letters were returned on Monday to be filed. In this way, each parent was kept aware of progress and problems, and students came to realize that they were responsible for and in control of their own learning and behavior.

In Conclusion

Revolutionizing the classroom is exciting, but it entails more than simply supplying a computer and modem for each student. It implies changing our methods of delivering information; it involves teaching students to be independent, lifelong learners. Who knows what fascinating things our students will be learning when they are 50 or 60? As youngsters, few of us imagined we would need to learn how to use a computer or a VCR.

The way to create lifelong learners is to make learning interesting and productive. Teach them how to learn efficiently and effectively and more students will become involved in learning. When students' curiosity is piqued, they participate and find learning fun and stimulating, and, as a result, their retention and ability to apply their knowledge increases.

My philosophy of education is perhaps best expressed by an ancient Chinese proverb: "I hear and I forget; I see and I remember; I do and I understand." A teacher's role should be that of facilitator of learning, rather than simply dispenser of knowledge. Children need to find things out for themselves and to recognize that it is okay to make mistakes. They need to use all of their senses, compare and share ideas, and be actively involved in the process of learning. I've become convinced that what is now called "developmental" education—experiential, interdisciplinary, cooperative, inquiry-based, and supportive of a child's sense of self-worth—can create the "educated citizenry" that Thomas Jefferson deemed essential for a successful democracy.

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6 The Experienced Teacher Interacts

With all of the learning responsibilities that modern children face and the information and technology explosion that they are part of, students today are frequently on overload. But then teachers are on overload also. If students are stressed in trying to cope with so much, so teachers are stressed in trying to guide them effectively.

The classroom is changing; it is becoming a workshop where students and teachers share responsibility for constructing meaning out of all the information and technology, where students conceive both questions and answers, where students are engaged in activities that have them doing rather than just listening. But all of this requires more work from teachers.

When our overload buttons are pushed, it is essential for us to remember that we are not alone. Asking for assistance is not a sign of ineptitude or weakness. Enlisting help indicates an understanding that education is not about walking into the classroom and closing the door on the world. On the contrary, education is about opening the door and inviting the world into the classroom.

Perhaps one of the most attractive aspects of teaching is that when the door is shut, we have a sense of entering our own little kingdoms. And yet when we shut the door we often forget how much easier our job could be if we consciously allowed our teaching to embrace a partnership with not only those seated in front of us, but with the larger community which shares a responsibility to assist in the education of our nation's youth. The door can be reopened through new approaches to connecting with parents and the community, as well as with our fellow teachers.

The Experienced Teacher Interacts With Students

For the veteran teacher, daily interaction with students can be mechanical and dull. There is not much challenge for the teacher who has done the same thing for years because it works and because no other system of interaction is known. Experienced teachers who interact from a place of joy and awe bring much to the neophyte learner. Learning is both process and product. The act of investigative inquiry will never be finished for people who see themselves as lifelong learners. Teachers as mentors learn along with students and, in the process, they revitalize their own lives with the replacement of old, tired ideas that may no longer serve or satisfy the learner, the classroom, the teacher, or the world.

HOW DID WE DO?

Most of us are quite used to the educational planning convention of writing objectives for lesson plans; indeed, the setting down in black and white of objectives is required by many administrators. Writing objectives should not be regarded as a chore but as a declaration of the goal you are trying to achieve with a lesson—its *raison d'etre*. Hand-in-hand with objectives are evaluative statements—the statement that tells how you intend to decide whether or not you have met your objective.

Some experienced teachers have not only become comfortable with these conventions and discovered how indispensable these habits can become, but may even take the next step and share them with their students. Some teachers write the objective for each lesson on the chalkboard and at the end of the lesson discuss whether or not the objective was met. This certainly has the effect of focusing the students' attention on the lesson more directly than if they have no idea what the objective and goals of the lesson are.

Students who know the objective know what their teacher expects of them and will at least have some ballpark idea of whether or not they are meeting their teacher's expectations. However, there is one more step the teacher should take to be sure that his or her students truly meet the objective. That step is to involve the students in developing the objectives.

TEACHER OR MENTOR?

When you involve your students in developing objectives, you leave your role as omnipotent teacher behind and put on the

cloak of facilitator—one who helps students learn through their own activity and through interaction with other students and the teacher. As a facilitator, you become a mentor: a wise and faithful counselor, one who guides the learner's learning rather than directs it.

Now that you are a mentor, how do you start developing objectives with students? Start by making lists of all the things students themselves want to learn in each subject area. What would they like to learn in math? What kinds of things would they like to do as reading projects? What reading and writing skills will they need if they want to hold a job, go to college or technical school? Will they have to know how to use a dictionary, an encyclopedia, the card catalog in the library, the telephone yellow pages, the Help Wanted ads in a newspaper, a car repair manual? Will they need to know how to complete a job questionnaire, write a check, fill out an application for a driver's license?

If students are not yet at the skills-identifying stage, take a step back and work on some more basic and preliminary questions. Have students make a list of their personal values—what is really important to them? After they have identified their personal values, have them list the goals they need to set in order to achieve, obtain, or develop the values they have named. Students can then list the skills they will need to achieve each goal. At that point they will be ready to list specific subject skills or tasks that they discovered they must master in order to achieve their goals.

Here is an example of this process: A student values money, independence, and having a talent that he or she can take pride in. This student is good at designing things and working with his or her hands, particularly with wood. Learning a trade such as carpentry can become a worthy goal because that trade can help the student get the things he or she values: money, independence through employment, and pride in a talent well-developed.

Meryl Meisler

Therefore, some of the objectives this student will want to set in math are learning how to use measurements, learning basic math operations, and mastering the ability to estimate quantities in order to make cost estimates. In reading, the student will want to be able to read technical books, layouts, diagrams, and tables. Science objectives might be understanding the workings and uses of levers, pulleys, wedges, and line levels.

Starting with the students' values and goals puts them in a frame of mind that is very conducive to learning, because they will have become involved in setting the objectives for that learning.

A COMMUNITY OF LEARNERS

Teacher-student interactions should be dynamic and satisfying. Experienced teachers looking for new ways to get involved with students might investigate and experiment with a community of learners model. It may be applied to any subject or be used as an experiment in interdisciplinary learning. It brings the teacher out from behind the desk and opens the doors to learning in new ways. It engages the learner, expands learning beyond the classroom walls, and gets the larger community involved. It also honors the learning that goes on in classrooms and schools by celebrating it publicly and sharing it with others.

Come to the Fair!

One of the first of my classes to participate in a community of learners fair was a group of active, questioning fourth graders. I began by asking the children if they would like to hold a fair in conjunction with our weather unit. I got unanimous support, and three weeks later our Weather Fair was held. It was impossible to quantify the learning that took place; only I saw how much every child in the room changed and grew. Participating in the process of creating the fair with the children was a powerful confirmation of my belief that given a task and the support to accomplish it, all children can rise to the challenge. Watching my students direct the learning experiences of the fair's visitors verified my belief that the best role for me as a teacher was as a combination of facilitator, referee, resource, and partner.

We began by brainstorming what was already known about weather and fairs and then com-

bined the sets of data in order to list potential projects. We spent hours engaged in research and construction. During our preparation time, children worked alone or in groups of two, three, and four. Because we were interacting with materials, information, and each other, problems arose, but we found ways to negotiate and compromise. The children used my bulletin boards as models for their displays, asking for guidance in improving the quality of their presentations. Together we decided that our fair should be a learning experience for our visitors and created displays and games that would engage people. The children wanted to share the joy and wonder of hands-on learning.

The enthusiasm was catching, and many children began working on their projects at home voluntarily. The journals I asked them to keep described each day's work. I saw the children eagerly incorporate reading and writing into their daily work. I let them teach each other and became a facilitator, a source of materials, and a problem solver. The librarian, math-science coordinator, and head custodian also helped. Even though I taught no formal science lessons during this time, the children were learning about science every day.

At the fair, children demonstrated how clouds are formed using tea kettles, ice, and plates. Two girls manipulated dioramas that changed as blizzards, tornadoes, and hurricanes tore through the cardboard towns, knocking over trees, fences, and farm animals. A Gypsy fortuneteller predicted future weather in the funniest meteorological terms ever imagined. Illustrated weather poems hung about the room. A storyteller read Native American explanations of the weather. Visitors viewed an active weather station with handmade instruments, studied a display of weather maps, and read interviews with local weather broadcasters and meteorologists. Standing proudly next to every display and game were the "teachers," ready to explain what the visitors were seeing and doing. The teaching-learning cycle had come full circle.

THE SPECIAL EDUCATION TEACHER INTERACTS WITH STUDENTS

The special education teacher has a unique opportunity to develop a mentor-learner relationship. Our small classes provide a real opportunity; they give us time to know the needs of our students and to really work to meet those needs.

The opportunity of extensive one-on-one instruction is definitely one of the working benefits of a special education teacher's job. One-on-one attention that is positive and hopeful produces results. This is true, regardless of the type and severity of handicap that restricts the student.

For all children, the biggest need is love, the acceptance of the person as he or she is. Compassionate individual attention always works. Whether the child's handicap is emotional, behavioral, intellectual, physical, or a combination of these, love expressed as a selfless interest in the needs of another always works.

HERE ARE SOME TIPS ON INTERACTING WITH STUDENTS:

- **Incorporate different learning styles. Never forget that we all have unique ways of processing information. Make the experience multisensory and hands-on.**
- **Let the students know it is okay to make a mess or get dirty. Make it fun; spill paint if you have to. But remember that students should take part in the appropriate clean up.**
- **Make a big deal of cooperative learning experiences. Present them as theatrical productions. Encourage students to invite community and staff guests. Display credits for all work done, down to the clean up. Give titles for every job. Allow the children to run the show with your subtle guidance. Exhibit their work.**
- **Provide opportunities for recognition from school administrators and parents after a project has been completed. Keep it intimate.**
- **Never take for granted that students know how well they have done. Tell them frequently. Present it in the school newspaper. Encourage the principal to write a letter of commendation to the class. Post the letter in a visible spot as a daily reminder of their excellence.**

The Experienced Teacher Interacts With Parents—Toward a True Partnership

Teachers alone cannot meet the increasing social and academic demands of the schools. We need many partners, and parents need to be more actively involved in the school process. Oftentimes, a teacher sees the same three parents' faces all year long. Volunteer overload is a common problem. In addition, parents may feel that their involvement does nothing to change the policies and procedures at their child's school.

But, hopefully, this negativism is changing. In many schools, parent-advisory committees have been established, and parents are actively involved in the decision-making process. These changes are helping tie together the students, parents, and the community.

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Parent involvement is a cycle that begins with open communication and an attitude of acceptance. For some teachers, parent involvement is visible within the classroom; for others, parent involvement might be a reassuring comment or helping with homework. Any type of reinforcement of the learning process is effective parent involvement. From this point, the cycle of success begins. Teachers must accommodate to a busy parent's life and make flexible times available to meet and discuss what can be done to make the child successful.

HOW DO WE INVOLVE PARENTS?

We, as experienced teachers, need to help parents feel welcome in our midst. We need to understand that some of them might be non-English speaking, single or drug-or-alcohol dependent parents. Or they may be teenagers, school dropouts, or illiterate, living at, in, or near the poverty level. They may be illegal residents trying to stay "invisible" in the ghettos and barrios.

Almost all parents want their children to lead better lives than they have. What new strategies, creative and flexible, can we produce to help their children learn, and how can parents become and stay involved in their education?

- We should avail ourselves of professional development opportunities to learn and understand cultural differences.
- We need to arrange potluck dinners for families, babysitting for young children, quiet study time in the library for older children, as well as translators at PTA meetings.
- We should set up support groups for parents who speak other languages or who are recent arrivals to this country by asking parents who have been here a little longer to help. (This is a form of peer-parenting and makes both sides feel great.) If parents cannot physically meet, they can at least talk on the phone to a "new friend" who understands.
- We should send taxis or minivans to pick up parents for conferences by using petty cash funds (or by having a cake sale or white elephant sale).
- We can tap businesses with bilingual employees to translate parent newsletters or release someone just once or twice a year to help with conferences. (Give thanks via newspaper article, PTA journal, phone.)
- We should send staff or school volunteers door-to-door to encourage parental involvement and reach out and speak at churches, community centers, and parks which are frequently seen as less threatening than schools.
- We need a parent coordinator—someone warm and friendly, knowledgeable, and trustworthy—to talk to and welcome parents to meetings.

SUCCESSFUL PARENT PROJECTS

Helping Out at Home

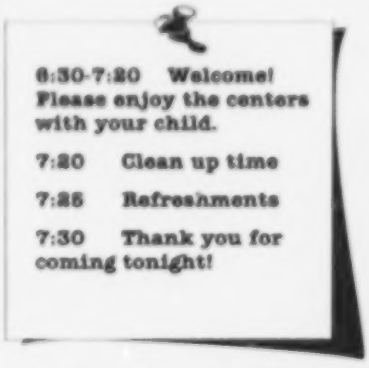
Help parents achieve an upbeat kick-off to a new school year. Send a letter home suggesting that parents encourage their children to choose tasks to help out at home and make a commitment on paper to accomplishing those tasks. Encourage parents to involve their children in more "real" home tasks, sharing the responsibility for maintaining the home and family harmony. For example, taking an inventory of food supplies, writing grocery lists, looking up phone numbers and addresses in the phone book, writing notes for family members, designing a game or play period for younger siblings and supervising it, monitoring the weather report in the newspaper or on TV and reporting this information to the family orally or on a family bulletin board.

Children can also help by taking charge of closing and opening windows, checking plants for watering needs, making a daily check of the newspaper for special programs of interest to the whole family, or checking the house for any appliances left on. This kind of involvement in real tasks, regarded as important by parents, develops responsibility in youngsters and makes it easy for them to understand the relevance of goal-setting.

Child-Parent Night

While teaching kindergarten this past year, I decided there must be a better way to show parents how and what their children do in school than the traditional back-to-school night, which generally excludes children. In January, I decided to try a Child-Parent Night. Each child in my class invited a parent to come back to school from 6:30 to 7:30 p.m. to demonstrate what happens in kindergarten. The children were introduced to six centers set up for the evening. A language arts center consisted of a writing activity. The math center had a number of bingo and geoboards. At the art center there was painting. Books to be read to or by the children were in the literature center. The science center contained animal life and science books. Computers were set up in the open area with a program the children had used during the school day.

A schedule was posted at the doorway.


6:30-7:20 Welcome! Please enjoy the centers with your child.
7:20 Clean up time
7:25 Refreshments
7:30 Thank you for coming tonight!

I held my breath that first evening. At 6:20 the first eager pair arrived and went right to a center. Before the evening was over, 18 of the 21 students had arrived with a parent in tow. My assistant and I circulated and enjoyed watching parents and children interacting. By 7:25 most pairs had visited at least five cen-

ters and were ready for a cookie and juice before saying good-bye. As the last parent and child left, we knew it was worth all the effort.

From January through April, we had four Child-Parent Nights for both the morning and afternoon kindergarten classes. The centers changed to include activities we were working on in class. The evenings were held on different days of the week to accommodate various schedules. Attendance at these evenings averaged over 80 percent of the students.

MAKING HOME VISITS

A special education teacher recommends a home visit for several reasons. The first reason is that the parents have a unique and very important insight into the needs of their child. Even if your students are older and can express themselves, the parents often can identify needs that we teachers do not see at school. For our students to function best as adults, we need to address their needs in the four major curriculum domain areas: vocational, recreational, residential, and functional academics.

The second reason for a home visit is to involve the parents in formulating goals in the curriculum domains. With input from the parents, the Individual Education Plan (IEP) for our students will be more accurate and representative of what needs to be addressed educationally.

The third reason for home visits is that they do parents a world of good. Knowing that someone is truly interested in their child encourages them and gives them hope. Parents of children with handicaps deal with their children's disabilities day in and day out, and the disability can seem to be the focus of the relationship. A teacher's interest confirms what parents know in their hearts but do not get to experience very often, that their child is important and that their child can learn.

POWER TO THE PARENTS!

Each school is unique and so are the programs that will work to enhance the parent-teacher partnership. Focus on what is great and what works. Parents will risk involvement when we stress positive interactions, such as phone calls to praise or newsletters in native languages. School ties will be promoted both formally and informally through potluck dinners, conferences, informal notes, and coffee after church. Volunteers should be formally honored. A souvenir T-shirt, mug, or hat work like magic in increasing the number of volunteers for new projects. Parents are children's first teachers. The school can never replace them, but as partners there is absolutely no limit to what we can achieve.

The Experienced Teacher Interacts With Allied Professionals—Working as a Team

Teachers who connect with one another believe that the team approach hones their educational and professional abilities. The most important result of these models is the development of relationships among professionals and between professionals and children. These relationships are the antidote to the chaos often found in our changing society as well as to the isolation experienced by many adults and children today.

Connecting Through Collaboration

Special education staff in New York City's Community School District # 4 pursued a path which led to effective collaboration. A variety of special educators—speech

Parent-School Perspective Questionnaire

Dear Parent,

As we begin the school year, I invite you to help me help your child realize personal, academic, and community goals that you would like to have him or her reach. Please respond to the questions posed in as much detail as possible:

1) I'd like to see my child improve in: _____

2) Beyond school subjects I'd be glad if my child would (read, write, talk, watch the news): _____

3) My child in particular will need special attention/help in: _____

4) As a parent I would like to learn more about: _____

Name: _____

Address: _____

Phone: Day _____ Evening _____

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Mary Mercier

If you are lucky enough to have assistance in the classroom, take the time to train your paraprofessional to do what you want done. Many classroom assistants are experienced and "tuned in" to children. Build upon their skills by carefully explaining the types of assistance you wish the students to receive in your programs. Allow for time in which you and your assistant can exchange information. It may be only two or three minutes as children settle into an independent activity.

teachers, psychologists, teachers, and social workers—took it upon themselves to work together to design a model program in which consultation would take place in a routine manner.

It was decided that resource room (remediation) teachers would be a likely pilot group. The initial group was formed on a voluntary basis. Only those resource room teachers in the district who wanted to participate joined. By the second year, 15 resource room teachers were linked in a voluntary, peer support system with a consultant teacher. The initial group included experienced teachers only. Since resource room teachers in New York City are required to have experience in the special education classroom, only seasoned teachers hold these positions.

The model functions in the following way. The consulting teacher visits each classroom teacher once every two weeks. The two-hour meeting consists of one period of work with students followed by one period of consultation with the teacher. The consultant discusses problems in the classroom which the teacher raises. Topics are completely open and based on the teacher's needs. Suggestions for resolving issues may include talking to other personnel in the building, such as the school social worker or the principal.

This collaborative model has existed for years in other settings. In hospitals, doctors make rounds with interns and residents, making diagnoses and suggesting treatments. Businesses have corporate meetings for similar purposes. Now, we in education are recognizing the need for new models to improve our practices. We need to consult and collaborate. In many situations it may be more helpful and more comfortable for teachers to consult with a peer rather than a supervisor. By discussing the problem in a nonthreatening atmosphere, the two teachers often find solutions.

Similarly, when discussing practice it is easier to ask another practitioner if he or she would use one material over another, one method as opposed to another. It is easier to posit the example of the difficult student who is hard to reach and teach, without the criticism often encountered when a supervisor is involved.

In the model, the consultant visits the classroom and works with the children also. Not only is this an aid to the teacher that hour, but a learning experience is created for both teachers. A different type of lesson may be planned for that day. The consultant may have different academic strengths, and the regular resource room teacher may use the consultant to teach a lesson based on the consultant's strengths. Again, the concept stressed is learning from one another. The children seem to delight in these events as well. They enjoy getting to know another supportive adult.

A teacher involved in the program reports: *This year I have had several students with very serious emotional problems. Using my network of resource room collaborators, I found teachers who have known my students from second to seventh grades. Together we shared ways in which we could help the child and his or her family. We think we have been able to identify some deteriorating situations and believe we have intervened successfully.*

Another piece of the consultation model is staff development in a traditional sense. Monthly meetings are held for the group. Notable persons in the field of learning disabilities are invited to speak. Sometimes the time is used for sharing for the larger group. Again, learning, sharing, and collaborating are the points of focus.

MODEL PROGRAM

Creating a Crazy Quilt of Connections

In a unit on folklore, my students looked closely at their own unique folklore by writing about their family gatherings. It didn't take me long to realize that my students had a wealth of knowledge about the traditions of their families. I decided to cash in on their willingness to share their family folklore and expand this assignment.

I discussed the unit with the home and career skills teacher. She suggested that the students might be interested in learning about the family tradition of quilting by creating their own class quilt. I agreed to bring this proposition before my students. Yes, they were interested. By now the social studies teacher also became involved. The three of us decided to meet with our mutual classes together as a team.

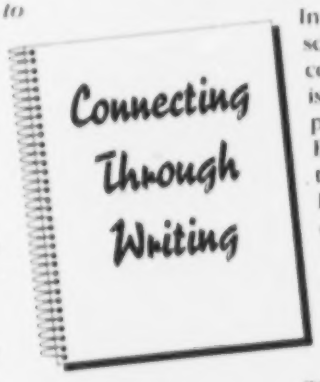
We taught several lessons together on the history of quilting. The students were given a lesson by the home and career skills teacher about the significance of each patch on a quilt. The social studies teacher discussed the family unit, its tradition, and its changing role. As their English teacher, I helped my students see the connection between symbolism in literature and the symbols we live with in our own families.

We then asked the students to create a quilt patch to symbolize each of their families. The students were asked to section off the patch with various symbols representative of their family life. This way, each patch would have its own definite pattern. The results were magnificent. The students came in with their paper patches which they glued onto a colored piece of felt. These were then connected to create a class quilt representing the various cultures, ethnic groups, religions, and family interests of our students. We had a dedication ceremony, and the quilt is now a permanent decoration in our school lobby.

I knew that my students' creativity had been awakened. I had to seize the moment to make this assignment even more meaningful. I knew that though my students were close to their parents, they had a very special relationship with their grandparents. We decided to read poetry about grandparents—Margaret Walker's poem about her two grandmothers, "Lineage," and Leonard Adame's poem, "My Grandmother Would Quietly Rock and Hum." We discussed simile, metaphor, alliteration, and imagery used in the portrayal of the grandparents.

Then I asked the students to create an original poem about their grandparents. We teamed up with the computer teacher, who helped the students print poems for a collection. The telecommunications department worked with them on the production of several videotapes of the students reciting their original poems. The students also worked on staging and microphone setups for the Grandparents Assembly we had honoring those active tradition-bearers.

This project had taken on a life of its own involving the students, teachers from different departments, parents, and grandparents. We had truly become a community of learners making creative connections.



In American schools today, composition is still taught primarily by English teachers in English classes. There is a real need to incorporate the teaching of composition into other subject areas.

There are sound reasons for correlating the language arts, especially writing, with other subjects. The most obvious is that writing must be about something, and content areas provide that something. A second reason is that it needs to be demonstrated to students that good writing skills can enhance their performance in all subject areas.

However, in spite of English conferences which herald "writing across the curricula," the mere mention of using writing in their subject areas meets with resistance from many content teachers. To them, composition brings visions of spelling drills, usage rules, and mounds of written work to be meticulously corrected. Nothing could be further from the truth. Writing is not primarily punctuation or usage or spelling. It is a means of organizing one's thoughts.

As such, writing promotes learning. Because it involves active thinking about a topic, writing helps students master information. And writing in the content areas acquaints students with the ways of thinking and communicating in a particular discipline. A variety of studies done in the last 10 years confirms this. The growth of interdisciplinary studies and whole language at the elementary levels reflects it. Now, it is time for secondary teachers to join the movement.

What can you do in your school to promote the integration of writing and content areas? If you are an English teacher, make your content area colleagues aware of the educational benefits of composition. Students really do understand the content more thoroughly if they are required to write about it.

GUIDELINES FOR CONTENT AREA WRITING

1. Give precise directions. Specify exactly what it is you expect the students to do. Use such words as "describe," "explain," and "tell."

2. Have students compose for a variety of audiences, including self and peers.

3. Assign several short assignments throughout a marking period rather than a long one.

4. Allow time for refining and multiple drafts.

5. Create group writing projects which require collaborative work, such as a class newspaper.

6. Expose students to the written works of politicians, scientists, artists, musicians, and others.

7. When evaluating your students' writing, pay close attention to the organization and validity of their thoughts and ideas. Make more general comments about their grammar, usage, punctuation, and spelling. Don't feel that you must correct every error. Instead, make it clear that the grade or comments reflect your evaluation of the content.

SUGGESTED ASSIGNMENTS FOR CONTENT AREA WRITING

IN SOCIAL STUDIES

- Write the diary entries of famous people (e.g., George Washington at Valley Forge).
- Create a news broadcast for a particular date or historical event.
- Create newspapers based on historical periods.
- Write news accounts from different perspectives (Northern and Southern news accounts of the Battle of Gettysburg).

IN MATH

- Write original word problems for the class to solve.
- Write a booklet for a younger child which explains how to do a particular process.

IN SCIENCE

- Write letters to famous scientists commenting on their work or asking specific questions.
- Write letters to political leaders requesting action related to a scientific problem (e.g., acid rain).
- Create a factual information brochure on a scientific topic designed either for your peers or a younger student.

IN HOME ECONOMICS

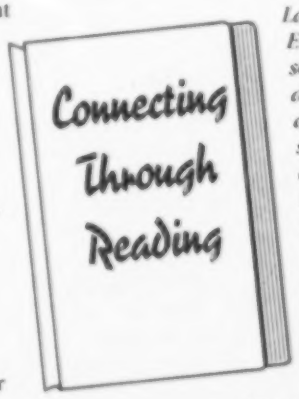
- Create a consumer guide to shopping for food.
- Write a class cookbook of favorite foods.

IN ART

- Design posters and bumper stickers.
- Write poetry or tall tales about mask faces or sculptures.
- Write out the directions for a process or project.

IN MUSIC

- Write a parents' guide to teenage music.
- Compose advertising jingles and choose music to accompany them.
- Critique recordings and music videos for a class newspaper.



Last year, our English and social studies departments agreed to sponsor extra-credit book reading groups. The reading was to be drawn broadly from African-American literature. Five teachers agreed to moderate groups which read such diverse works as Nikki Giovanni's ***My House****; Maya Angelou's* ***I Know Why the Caged Bird Sings****; Richard Wright's* ***Black Boy****; Mama Day, a contemporary novel by Gloria Naylor; and the classic,* ***The Souls of Black Folk*** *by W. E. B. Dubois.*

With the belief that we could all benefit from faculty, students, and administrators reading together, we assembled over 140 students who met weekly with faculty members after school for 50 minutes during the month of February to discuss their chosen books. Funding for the books came from profits derived from the faculty vending machines. We were able to convert profits from peanuts to sharing favorite literature.

Our February program worked so well that the faculty agreed to sponsor five March readings based upon works by American women. Math teachers actually read with history colleagues. Several book groups were jointly sponsored by teachers who had never worked together before. I had the chance to cosponsor a book by Gail Godwin with a colleague I barely knew. We discovered a shared passion for Godwin and went together to hear her give a reading from ***Father Melancholy's Daughter****. We also convinced her to inscribe 25 paperbacks for our group. Almost all of the faculty members of the English and social studies departments were delighted to accord some sort of extra credit to the students who took part in the discussion groups.*

The Experienced Teacher Interacts With the Community

Every teacher has a responsibility to reach out and promote positive relations with all segments of the community, especially with those who do not have children in school and may need to be shown the relationship between the educational process and their own interests. If we can involve and tap into the human resources of the community, we can create a formidable partnership for support and reform.

In your community, perhaps you will find an energy company willing to sponsor a conservation project or a chamber of commerce searching for an essay contest to call attention to local historic sites or a bank which hopes to earn the good will of students and their families and is willing to display youngsters' pictorial representations of a better world.

One teacher attributes the success of her students' Ezra Jack Keats festival to the cooperation of outside institutions. *It would not have*

reached as wide an audience without the efforts of a local librarian and a museum educator interested in community outreach. Experienced teachers are aware that they must sometimes physically connect parties. I, for one, am proud to be a "connector." After all, experienced teachers realize that in the complex nervous system that energizes our society, we are at the crucial "synapse," the point where meaningful messages may be transmitted.

An objective of education is to produce citizens who are capable of supporting themselves and maintaining their society. Students should know what will be required of them for holding jobs, assuming community leadership, or participating in the democratic roles of citizenship. It is important to tap the "real life" factor of the community, the inspiration of community leaders, and the modeling of successful career workers.

D-DAY IS HERE!

In a junior high school in Youngstown, OH, a consensus was reached to turn an unsuccessful lecture-style Career Day into a Discovery Day with speakers and activities that would be interactive with students, reflect a wide diversity of presentations, and consist of both in-house and field experiences.

The D-Day committee allowed itself four months to organize the activity from the ground up. Committee members agreed to personally solicit speakers and conference with them about general expectations for their presentations, which the teachers wanted to be hands-on in nature to pique the interests of early adolescents. As the list of speakers was generated, members of the committee made personal contact with the potential speakers, explained the nature of D-Day to them, and explored with them the potential interactive, discovery-type activities. Within six weeks, 37 presentations were arranged and confirmed by letter.

Scheduling 360 students for a series of one-day discovery experiences was a potential nightmare. The process was streamlined by scheduling all field experiences first and designing and confining these to the eighth graders. The remaining in-house activities were divided into two parts: those offered to the remaining eighth-grade students, and sessions tailored for the seventh graders. Students received a course menu and were asked to rank order their preferences.

One of the primary problems facing black urban youth is the absence of a connection with successful African-American role models in the community. The committee strove, therefore, to enlist the participation of as many local African-American presenters as possible. Among these were a local television announcer who brought his film crew and produced a broadcast segment with the students for the evening news; a media production crew which involved the students in creating a modeling show; a photographer who taught composition with a Polaroid camera and video equipment, giving immediate feedback; and a floral arranger who had his charges work on their own floral pieces.

One of the most popular presentations was a two-hour course conducted by a Red Lobster chef and his assistant in the home economics room. Together they relayed a wealth of information on food service careers as they cooked and prepared a gourmet lobster dinner with their groups of students. Not far away, a police detective and an accomplice were staging a prearranged crime, designed to teach basic identification techniques and crime prevention strategies. Throughout the building, students were seeing their community, and the people and opportunities it offered, in ways never before envisioned by them.

The committee was careful, however, to plan practical as well as dramatic presentations. In the wake of the demise of the steel industry in the area, jobs in medical technology have rushed in to fill some of the gap. To acquaint the students with this growing service sector, medical technologists showed the students how to draw and analyze blood; ambulance emergency teams taught basic first aid and demonstrated techniques out of their ambulances; and trained specialists worked with students demonstrating how to take blood pressure and administer (simulated) shots. A popular related field experience was a visit to a local veterinarian's office, where students were acquainted with the basics of conducting standard exams for dogs, cats, and horses.

The committee wished to know if their perceptions of success were on target or colored by wishful thinking and superficial niceties. Evaluation forms were completed by every presenter, supervising teacher, and student. The presenters were asked to evaluate the advisory process in preparing them for D-Day and their student audiences. The objective was to upgrade the instructional advisory process and to gauge perceived student interest from the presenter's perspective.

To determine the quality and interest of the presenter, each supervising teacher was asked to evaluate the speaker and the activity. The student evaluations were, of course, crucial since our main objective was to impact each one of them. The overall student ratings were extremely high, averaging between eight and 10 on a scale of one to 10. Equally high were the teacher ratings of the program. At a subsequent faculty meeting, much praise was given to the organizers, and new recruits volunteered their time and assistance for the next planned Discovery Day. In fact, one teacher was so impressed with the results of the program, that he organized and got immediate support for a series of sequential exploratory courses modeled on the types and styles of activities sponsored on Discovery Day.

Perhaps the comments of one student best summarized the hoped-for goal in initiating Discovery Day: "D-Day was a good thing. It shows that you really care

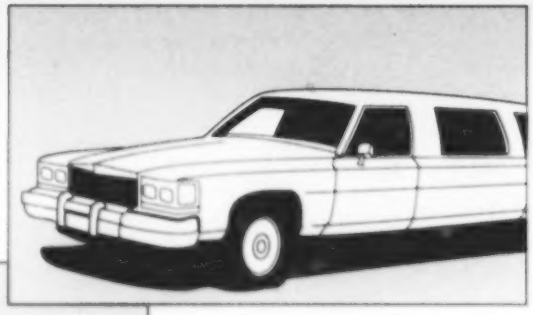
for us and our education. You should keep doing this to give more kids the opportunity to learn more about what they want to do in life."

Could the organizers have asked for anything more?

CULTIVATE YOUR GARDEN

Four teachers from Ohio received a grant from the Cleveland Education Fund that included funding for the creation and maintenance of a community flower and vegetable garden on the school premises. The Ohio Extension Service assisted the teachers in the planning stages of the garden. The Summer Sprout Program, sponsored by the City of Cleveland, handled the rototilling of the new garden. The tomato and pepper plants and vegetable seeds were planted by the students before school was dismissed for summer break.

The teacher who organized the program reports: *My staff and volunteers committed themselves to seeing this project through the harvest. This involved giving our time during the summer to work with parents and students in the community. The support and positive feedback that we received is indescribable. We developed an idea and took a risk, realizing the potential for destruction of this garden in a city environment. But the community now has a garden to nurture. (People from the neighborhood approached me to tell me how the daffodils and tulips that bloomed over spring break made it a pleasure to walk through the area.) Even if we don't make it to full harvest, I know that we will try again. We will have more support from the community next time, and the children will learn even more.*



DIRECT LINK

Through an IMPACT II grant, one school in Virginia was able to install a speaker phone and sound system which allows a 55-member class to talk with people from the local community on a regular basis. Because of their proximity to Washington, DC, students frequently have speaker phone conversations with government officials. When the class was studying Congress, for example, Congressman Tom DeLay of Texas spoke to students on topics ranging from dealing with the press to the embarrassments attached to the House banking scandal of 1992. Solicitor General Kenneth Starr gave the class a picture of several cases he would be arguing during the 1991-92 term. A balance was provided to the Starr point of view by having Bob Peck, ACLU counsel, talk about cases as they hit the Supreme Court docket.

LUNCH AND LIMO

I have found a local corporation and a funeral home which have helped me implement a successful outside reading contest. The businesses provide a limousine and free lunch for our winners, their parents, and local officials. We always invite local people to share their favorite books or stories about what reading means to them. Themed units built around local topics have allowed our students to go out into the community and use it as a learning laboratory.

CHILDREN WITH SPECIAL NEEDS

For the special education teacher, there is much to be gained by interacting with the community. With the closing of large public and private institutions for persons with mental retardation, it has become more important for students in special education programs to be able to function in community settings. Whether students will be living with their parents or in a group home, they will be involved in working, shopping, and leisure activities. People with handicaps are members of the public and have a right to use and function within restaurants and public places. Most store and restaurant owners acknowledge this fact and are cooperative when they are alerted to any special needs ahead of time.

Teachers can improve their students' abilities to function in the community by establishing vocational training laboratories. Local businesses are surprisingly open to training arrangements which demand no fiscal outlay or time commitment from their personnel; they lose nothing but gain the enhanced image of a con-

cerned business caring about the people in its community. The media usually agree to publicize these partnerships, and both business and education are portrayed in a good light.

Training students with handicaps in the community produces long-term benefits for both students and cooperating businesses. If present trends continue, some of these businesses will be hiring our students in the future.

SPECIAL NEEDS WITHIN THE COMMUNITY

A teacher in Hartford, CT, designed a program in which high school students investigated a particular historic period (1920-1980) and shared their information with elderly members of the community. The student research included taped oral histories and research papers. Students then contacted a number of senior citizens organizations, including AARP (American Association of Retired Persons), and invited the members to their History Expo.

All students were required to prepare a poster which summarized their research project. This included pictures, newspaper headlines, and important quotes. The first part of the Expo was a formal program which included reports, live music from the period, a slide presentation, and a fashion show of period dress. The second half of the program was held in a room filled with decorations, refreshments, exhibits, and activities related to the time period. The objective was to get the senior citizens involved.

Games and role playing led to discussions among the students and seniors about life during the Depression, the horror of the Holocaust, and the goals of recent immigrants. Anyone who wished could record an experience on video- or audiotape. One person gave a touching account of her experiences in the Civil Rights Movement.

After the Expo letters were received from some senior citizens who not only expressed their appreciation for the program, but also related how their feelings about the typical high school student had changed. One woman who did not want to have her experiences videotaped, took the time to write her recollections and send them to the class.

Education is valuable to everyone. The key to unlocking this realization is through effective and continual communication. The young can learn from the experienced, and the experienced can share in the joys of youth. The Connecticut project demonstrates that through communication, special interest groups often discover commonality.

Dare to go into the classroom next door and say, "I like what you're doing; would you allow me to show you my approach?" In doing so we demonstrate cooperation before our students and model an appropriate means by which they may acquire knowledge, as well as share it. In addition, why not make that demonstration a teaching lesson for all? Involve both classes in a hands-on activity and invite other staff to share in the experience. Do not hold back information. Share your knowledge, and find gratification as you see others grow as a result of your ideas being unveiled.

Reflections on the Public Image of the Classroom Teacher

At an awards ceremony where my students and I were honored for developing an intergenerational, media-based study of the 1960s, I was invited to join a panel of community affairs and broadcast professionals to discuss public education. The moderator of the panel, head of public affairs for a local cable network, assumed that as an actual classroom teacher my comments would be most valuable for an audience of corporate and media public affairs professionals.

When I arrived at the conference, the other panelists welcomed me. But did I imagine a bit of condescension as they each said how delighted they were that I was a "real" teacher, a veteran of the "front lines"? After we exchanged greetings, I asked the moderator if mine could be the last presentation. I had the feeling that there would be many necessary "corrections" and "classroom-based experiences," I would want to offer to counterbalance the comments on schools that would precede mine.

As our panel discussion began, I knew that I was right to go last. The moderator jokingly called the audience to order in a parody of an ineffectual out-of-touch classroom teacher from the distant imaginary past. As the members of the panel were introduced by a preview of their affiliations and achievements, I was rather astonished to hear about someone "out in the trenches." I quickly looked toward the entrance. Was Stormin' Norman going to join us? No, the reference was to me.

I sat quietly as I listened to a litany of the deficiencies of public education and teaching as a profession. According to my fellow panelists, the majority of New York City high school graduates were functionally illiterate and unemployable, and the public school system was so mired in bureaucracy and inefficiency that even corporate offers of help could not be accepted. The description of our

school system in crisis; the demoralization of students, community, and teachers; the failures of the system to enfranchise minorities and prepare students for the workforce were overpowering. "Frontlines," "crisis," "vacuum," "conflict"—those were the concepts reiterated by each panelist.

As I carefully took notes on the comments being made and listed some necessary corrections on the use of educational terms, I noted one member of the audience looking at me with deep concern. Her name tag indicated she was from a television network community affairs division that sponsored a well-known program celebrating education. I recognized the same tension in her face I had seen on parents' faces as they anxiously focused on their children on stage, hoping that the children wouldn't make fools of themselves or forget their lines. Could a teacher make an effective public presentation? Given the tenor of the comments on education that had been made before my turn, my sympathetic audience "parent" had ample justification for worry.

"The front lines, scarred veteran" was introduced. I went from the podium into the audience to demonstrate how teachers got students to discuss Q (questions) but didn't necessarily give A (answers). I acknowledged the statistically accurate figures on drop-outs and lack of marketplace preparedness. In addition, I admitted that the bureaucracy of the system was often self-defeating.

But then I shared not the "front lines" but the "forefront" and "cutting edge" creativity of my teaching experiences. I told how my students and the students of teachers across the country created shows, projects, and linkages on their own. I took the half-filled pitcher of water that had been on the panelists' table back to the front. I contrasted my presentation, which had focused on the crystalline waters of creativity and challenge, with the other speakers' concerns about the "half empty" crises in education. As I returned to my seat and publicly defined the differences between the teachers of today and the public's stereotype of the teacher of yesteryear, I received much applause. Many of the questions in the Q and A were addressed to me. I noticed that the members of the panel looked at me with a new respect. My anxious empathetic audience member smiled with relief. The teacher could speak.

As audience members came up to speak with me at the close of the session, I realized my time had been well spent. Not only had I shared my students' views on education with the influential corporate and media representatives, but I had taken a small step toward dispelling the poor public image of teachers.

Yes, there are teachers who are proud, positive, innovative, proactive professionals. We can present ourselves well before our students, and we can plunge into the public arena to celebrate effectively our leadership roles. Power to the pedagogue and full speed ahead to make those in charge of public affairs literate about classroom teacher excellence!

There was a sigh of relief. The teacher could speak.

Contributing Teachers
Chapter 6
W. Kirt Bromley
James R. Catlette
Jeanne Clidas
Nancy R. Daly
Pam Davis
Jacqueline M. Farrell
Rhonda T. Grant
Jim Johnston
Richard J. Kajut
Roses E. Katz
Joyce Peacock Kent
Renee Lacich
Harriet Markowitz
Rose Reissman
Michael Rutter
Allison L. Schumer
Geraldine Scotto
Mary Swartz
Diane S. Van Ausdall
Nina Wasserman
Dortha Cool Willetts
Barbara A. Williams

7 From Experienced Teacher to Professional Educator

How does one make the leap from experienced teacher to professional educator? Start by taking control of your own professional development. Unfortunately, professional development opportunities are usually established by the school system. More often than not these goals do not meet the needs of the individual teachers, so we derive very little benefit from them. It is important to begin to develop your own leadership role.

We also need to make education a serious priority in our society. It should be honored as a central focus of community life. Who are our heroes? What is communicated by the media? How do we show that we value people's contributions to our society? Money is a major issue for teachers only to the extent that it provides a positive image of our profession and an incentive for the best and brightest to become teachers. Teachers can help by speaking out, loudly and often, on the issues of concern to us. We need to let the public know what we are doing and invite participation in the learning process. Many teachers have found themselves thrust into positions of advocacy: *The recognition I've received in recent years has given me opportunities to be heard on panel discussions, radio and TV talk shows, and at the State House. But all of us can and must make time to talk to parents, visit local businesses, call our elected representatives, write articles, and educate the broader community to the importance of our work.*

Shared Decision Making

The current buzz words in the profession are *shared decision making*. The phrase rings of liberation, the kind of liberation that truly allows us to express our leadership in the world outside the classroom. You may ask, "What does it actually mean?" and you have every right to be skeptical, suspicious, and even indifferent. We need to take courage. This movement is welling up all around the country. What we make of this opportunity will have lasting effects upon our children, our profession, and, ultimately, our country. By uniting together in a new kind of partnership, we will reap the long-sought goals of our profession. But this opportunity will vanish if we fail to participate. In order for shared decision making to work, we must surrender our territorial prerogatives and be willing to share all responsibilities as our contribution to the new design of our schools.

School-based management and teacher empowerment are meaningful ways of addressing the need to restructure our educational system. Budget, staffing, curricula, and assessment decisions must be made by the teachers, parents, and administrators of a school community where children come first. Concerned teachers must meet regularly with parents and administrators to develop ways of improving student achievement and self-esteem, school climate, and sense of community. In our attempts to improve our profession, we need to take on new roles, and we need training in consensus building, conflict resolution, leadership management styles, and finance.

Leadership Within Professional Organizations

Leadership within a professional organization is an exciting opportunity for us to expand our knowledge of ourselves, colleagues, and our fields. It takes time, patience, content area expertise, willingness to trust and guide colleagues, ability to entertain new ideas and strategies, cooperative spirit, communication skills, and a strong commitment to promote and implement activities that will accomplish the goals of the organization.

A professional organization can create an environment for the impossible to become possible, for ideas to become a reality. The working plan and process for the organization is continually evolving as a result of the collaborative efforts of its active members. We build on and are nourished by our accomplishments. The vitality of a professional organization is directly related to the energy put forth by its members. Members who are interested in sharing their expertise with colleagues or seeing their ideas take form go beyond the call of duty. It is this inner drive, a

result of doing something that you want to do and that you have ownership of, that fuels hours upon hours of involvement with a specific project or event.

A Personal Experience

As a result of being elected to the presidency of the New York City Art Teachers Association United Federation of Teachers and The New York State Art Teachers Association, I was pushed to develop resources within myself that I didn't know existed.

Early in my role, I realized a variety of activities needed to be initiated to accomplish our mission: to encourage and support art educators and quality art programs at all levels. Initially, ideas were generated and colleagues volunteered to work with others on specific activities, such as a citywide conference, a student art exhibit, an artist teacher exhibit, a newsletter, and general meeting seminars. In this way, we all expected everything would be accomplished. However, to make an idea become a reality takes more than good intentions and great comradery. I soon learned that part of being a leader is developing leadership within the group.

The combination of the need to accomplish what we set out to do in a timely way and the need to involve more people in our organization, forced me to develop time lines and detailed action plans that could be used as guides for designated committee chairpersons. To do this, in many instances, I had to assume the leadership of the activity or work very closely with the chairperson.

There have been moments and sometimes days filled with doubt—why am I doing this? How can I make sure something is done without doing it myself? How can a colleague be encouraged to take on a new leadership position? These are the internal challenges that must be faced. But with the help of a good support system, energy, and willingness to generate alternative solutions, answers do present themselves.

How Does Participating as an Active Member of a Professional Organization Enrich Your Professional Life?

Active membership in a professional organization gives you an opportunity to:

- gain perspective of your district, school, and classroom activities
- explore with colleagues new philosophies and methodologies in your field
- plan new directions for your field
- suggest or alter policies
- see your ideas take form beyond the classroom
- be a spokesperson for your group
- identify resources
- be a resource for your colleagues
- bring expertise and resources into your classroom, school, or district
- network with leaders and colleagues in the field beyond your school site
- develop your leadership skills
- develop leadership within your field

Using Maslow's Hierarchy of Needs as a model, this diagram (pictured below) depicts the five levels of teacher growth as theorized by teacher Leslie Tarbet. The

The Teacher Hierarchy of Growth
5
UNDISTORTED VALIDATION
Awards, self-fulfillment, recognition, insightful wisdom
4
RESPECT
Active member of professional organizations, conference participant/presenter, policy setter, writing for publication, mentoring student teachers, securing an advanced degree
3
KINSHIP
Active interaction with peers, volunteering knowledge and services, developing close friendships
2
OWNERSHIP
Tenure (or equivalent), health insurance, retirement benefits, union membership and benefits
1
INGENUE
Securing initial teaching assignment, gaining experience

rationale is that as the inexperienced teacher gains experience, needs change prescribing growth. This, in turn, opens the door to wider experience and greater growth. As long as a teacher has a secure job, the higher-order needs can be satisfied.

Assuming Leadership Through Designing and Determining Curricula

MODEL PROGRAM

Mastery Mathematics-Tough Math, a Secondary Option

Few experts would refute the need for an overhaul of the traditional approach to teaching mathematics. Even though the National Council of Teachers of Mathematics has strongly recommended a refocusing of content, little true progress has been made, with the exception of a limited number of promising new textbooks which feature an integrated approach to mathematics.

Few doubt the need for sound arithmetic skills and reasonable proficiency in basic algebra, geometry, statistics, and the more advanced areas of mathematics as the necessary prerequisites for success in an increasingly technologically leveraged society. Yet, with few exceptions, the overwhelming response of many of our secondary educational organizations continues to be encumbered by the rigid traditional curricula formats of the past.

It is now time for individual classroom teachers, not national organizations, to exercise their professional expertise and take on a leadership role in designing and implementing both responsive and flexible secondary curricula. Classroom teachers are at the focal point of the problem, and many "master teachers," if given the opportunity and support, are capable of focusing their respective organizational resources on solving the root causes of student failure in "entry-gate" subjects like Algebra I.

In the late 50s and early 60s, Algebra I was the "normal" entry point for freshmen students entering our senior high schools. Today, often as not, the typical normal entry point for freshmen students is pre-algebra or even lower! Many of our freshmen students are now enrolled in math classes below algebra—courses which were virtually nonexistent in our secondary institutions of 30 years ago.

It is increasingly clear that basic understanding and reasonable proficiency in algebra is pivotal for long-term success because it is the language of all the other advanced mathematics courses, the physical sciences, business, medicine, research in all areas, and an endless array of other subjects. Yet the manner in which most secondary institutions address unsuccessful Algebra I students may be the greatest single failure of our entire mathematical educational system.

Let's take a closer look at the Algebra I environment in most of today's high schools and junior high schools. What happens when a freshman who is "on track" enters Algebra I for the first time but fails the first semester? There are currently several options available. The student's first choice: go right on to the second semester anyway, disregarding the unsatisfactory performance of the first semester. This is a ludicrous default choice made by surprisingly many students because no other option is available. The student just fails the second semester because of lack of knowledge of the first semester. The student's second choice: wait until next year and try again. At this point, you might well ask what will change between now and next year to make the student successful? Probably nothing! Statistically, failure the second time through is highly probable. The student's third choice: go to summer school. Many do and, tragically, someone certifies that they have gained, during the short summer sessions, the same knowledge that they were unable to acquire during an entire school year. Many times these students return to the regular mathematics curriculum with woefully inadequate skills to be successful in the more advanced courses. An even less desirable option is to place students into a two-year Algebra I program before they are given the chance to enroll in the regular Algebra I courses. This option, given to "weaker students" does not offer the student the opportunity to participate in the "regular" Algebra I course and ensures the student of two years notoriety as an inferior mathematics student incapable of completing a standard course at standard speed.

Now, a new option has emerged on the mathematical curriculum scene. This program was developed, piloted, and verified within Colorado Academy School District No. 20 at Liberty High School by a practicing mathematics teacher. The program, designated Mastery Mathematics-Tough Math (MM-TM) is specifically designed for high-risk, low self-esteem students and is restricted to those students who have been unsuccessful in Algebra I. Its standards and class requirements are higher than any other math class! It assumes that all students can learn. Its underlying philosophy and course objectives are targeted at the causes of student failure in Algebra I. MM-TM embraces an outcome-based design curriculum. The course focuses on the critical skills necessary for success in Algebra I. It goes beyond remediation to what can best be described as "lateral enhancement." Graduates of MM-TM are superior in selected skills to their peers, even though they still possess some weaknesses in other content areas. Care has been taken to integrate the scheduling of MM-TM to accommodate immediate entry of unsuccessful Algebra I students and rapid re-entry of MM-TM graduates into the regular mathematics curriculum.

During the years since operational implementation of the program, a significant amount of data has been accumulated supporting its effectiveness. Typically, MM-TM classes composed entirely of unsuccessful students have successful in-course completion rates of from 68-

95 percent. The success rate for these students when they return to the regular Algebra I class is just over 80 percent. Additional data acquired by the MM-TM program suggests that about 25-33 percent of all first-time failures in Algebra I have nothing at all to do with content deficiencies of students or poor instructional systems, but are, in fact, the result of complex outside factors such as dysfunctional families, severe illness, behavior disorders, teen pregnancies and substance abuse. These factors are beyond the scope of specific subject content design.

An example of a critical skill on which the MM-TM program focuses is the times tables. Students must pass a written times tables test of 110 problems, legibly, with no errors and within 100 seconds.

Although Mastery Mathematics-Tough Math cannot by itself solve the entire Algebra I failure problem, it does lower the drop-out rate, effectively raises mathematical requirements, enhances achievement, sets both accountability and standards, increases self-esteem, builds confidence, and provides a new option *for low achievers to re-enter the regular* mathematical curriculum and avoid handicapping themselves.

Mentoring the Profession

The problems of education can only be solved through the strengths of its most effective professionals. Teachers and teachers-to-be must be assisted in building on their strengths through training which acknowledges the diversity in professional performance. Training teachers to improve their performance is a difficult but rewarding process. To impart knowledge, the trainer must possess a thorough grasp of how learning occurs and a thorough understanding of the subject matter that must be transmitted.

New teachers may be encountering so many problems at once that they feel overwhelmed by the enormity of the job. The support *they receive from peers, trainers,* and supervisors can often spell the difference between success and failure. The lack of a supportive system can lead to discouragement and anxiety which will lower performance. An evaluation, even if informal, which only points to perceived deficiencies in the teacher's performance, is counterproductive. Unless the deficiency is hampering a strength, it should not be emphasized. If it is hampering a strength, then specific remedies should be suggested. If specific, practical, and workable remedies are not available, it may indicate that the assistance being given is not on target.

MM-TM—How it Differs from Traditional Math

Column 1 DIFFERENCE PARAMETER	Column 2 MM-TM	Column 3 OTHER MATH CLASSES
Entering student profile:	restricted to students who have failed Algebra I	average ninth grade
Grading:	A or F	A, B, C, D, and F
Entry evaluation:	two diagnostic batteries with open critique; one self-evaluation with critique	none
Student/teacher ratio:	varies from 1:10 to as high as 1:25 (optimum 1:18/20)	1:25/30
Special education interface:	mainstream accepted	mainstream accepted
Minimum performance standard:	must achieve 100 percent on each of four exams and 85 percent on five other exams (no extra credit)	60 percent or greater on average of tests and quizzes (extra credit possible)
Student expectations:	very high	low to average
Instructional format:	many "fun" activities, cooperative learning, highly tactile, emphasis on concrete explanations of algebra concepts	standard presentation
Cross-discipline incorporations:	writing incorporated in testing environment and used extensively in vocabulary unit	standard presentation
Problem exposure:	50,000+ per semester	2,500-3,500 per year
Parental involvement:	low	average
Non-success evaluation follow-up:	written failure analysis submitted to counseling office; referral for intervention team screening	none

Maintaining an atmosphere and attitude that improvement in performance is possible is a prime consideration. Giving new teachers a psychological edge by telling them you believe in them is important.

When we serve as mentors for younger teachers, we are imparting knowledge to a new generation of educators who need guidance and the wisdom that senior teachers possess. Mentoring a less experienced teacher fills us with wonder at the wisdom we have gained through the years. Watching their expressions as we tell them how long we have taught is reward in itself. Often veteran educators find that mentoring a less experienced teacher bolsters their own performance:

As a teacher striving to improve, I've found younger teachers to be a great source of renewal. Their enthusiasm is still aflame and they churn with creative ideas. Just being around them makes me want to improve in the classroom. Can they also be a threat to the experienced teacher? Most certainly, but if they epitomize what you truly believe to be teaching excellence, you should become their biggest supporters. Share in their successes and failures, value their ideas, and support them in your department and with your principal. Their exuberance and positive attitude can do nothing but benefit your teaching.

Innovative In-service in Boston

In Boston, the Learning Teaching Collaborative is exploring ways for classroom practitioners and university instructors to collaborate on the design and delivery of pre-service training for teachers. This alternative certification program places graduate interns from Wheelock and Simmons colleges in classrooms full time throughout the school year. As part of this program, collaborating master teachers take "alternative professional time" one day per week for a variety of self-designed projects. The Learning Teaching Collaborative offers an exciting new way to strengthen and improve our profession by increasing the dialogue between schools and universities, giving interns increased time to master the challenge of classroom teaching, and offering professional growth and leadership opportunities for master teachers that do not take them out of the classroom.

Recruitment and Retention in South Carolina

How can teachers become leaders? How can we retain the brightest and best teachers? How can we improve the overall quality of young people entering the teaching profession? How can we recruit minorities to the teaching profession and address the problem of steadily declining numbers of minority teachers? How can we attract more males to teaching? How can we interest more people in teaching in critical subject shortage areas? And how can we attract teachers to rural areas?

These questions are at the heart of the mission of the South Carolina Center for Teacher Recruitment. The center, with the aid of its own research and the research of state and national scholars and with direction from its policy board, has developed a series of programs aimed at addressing these key areas of concern. The programs at the center include the Teacher Cadet Program, the SC Teacher Forum, College Helpline, the Teacher Job Bank, ProTeam, Minority Recruitment, and the SC Expo for Teacher Recruitment.

The mission of the Teacher Cadet Program is to encourage academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insight about teachers and schools, so that they will be civil advocates for education. The Cadet program is in its sixth year and over 7,000 students statewide have participated. Approximately 42 percent of the students involved have indicated their desire to become teachers. The College Helpline works with students in the Teacher Cadet Program as well as other students who need help getting into college.

As important as recruiting the brightest and best into teaching is the need to retain the brightest and best already in the field. The South Carolina Teacher Forum is designed to help in this mission. The Teacher Forum is made up of state and district Teachers of the Year who take part in activities and course work which help them identify and then act upon the key educational issues that face teachers today.

This year, the Teacher Forum steering committee is piloting a course called curriculum leadership. The steering committee is developing a conceptual framework for initiating teacher leadership for curricula reform. The members will take steps to place the Teacher Forum in a position to be a central force in enhancing the teaching profession in South Carolina. The SC Center for Teacher Recruitment is offering the course in hopes that teachers will go back to their districts ready to be leaders. The initial meeting for the course is a three-day retreat in Charleston.

The ProTeam targets middle school students. It gives these students a chance to explore the teaching profession. The curriculum for the course and the future teachers club is written with special attention to African-American students. Currently, 54 middle schools throughout the state participate in the program; approximately 85 percent of the 1,000 students in the program are minority students.

Teacher Job Bank provides public school districts of South Carolina with qualified teaching applicants. It also assists teachers in their search for positions within public school districts. In addition, it helps meet the need for teachers in South Carolina's critical needs areas.

South Carolina is currently providing little more than 50 percent of its own teachers each year. The rest are hired from out of state.

The Expo is an annual event cosponsored by the South Carolina Personnel Administrators, the Office of Teacher Certification, and the Center for Teacher Recruitment. Last year, 65 school districts took part in the Expo, which attracted over 650 teachers from 41 states.

The South Carolina Center for Teacher Recruitment is working to make education the best it can be for all children in South Carolina. In order to do this, members are trying to attract the best students, helping those students get into college, encouraging them to teach in South Carolina, and making sure they become the leaders they should be in all areas of education.

Peer Evaluation

It is difficult for experienced teachers to maintain their vision of education. Years of isolation in the classroom can erode the excitement with which we began the journey as educators of our nation's youth. For teachers as well as students, learning cannot be limited to what goes on within the four walls of the classroom. It is dangerously easy for teachers to slide into the comfortable pattern of depending on past successes without stretching boundaries. To maintain vision, we must leave our comfort zones and reach out to each other.

Teachers must also work with parents and administrators to set standards of professional performance and must be given the authority to enforce them. The tenure system, as it currently exists, does not serve the best interests of our profession. We need to establish a process of peer evaluation and support which will encourage excellence rather than mediocrity, cooperation rather than isolation, and child-centered learning rather than bureaucratic convenience.

A Peer Teaching Model

Eastchester, NY, is now in its third year of using a peer coaching model. The Board of Education provides funding for teacher training and substitute teachers. More than 100 volunteer teachers have been trained with the Performance Learning Systems program, a three-credit graduate-level course in peer coaching.

During the third year of the program, two district teachers were selected by peers to become in-house district trainers. Teacher committees implemented the program according to each school's needs, so that one school might have a substitute teacher one day per week and another may have three substitutes every three weeks. The total substitute time equals one day per week per school. Each school arranges for the same substitutes to come in regularly on peer coaching days for the greatest continuity possible.

Only those trained in peer coaching are able to use the substitute time to observe a colleague's lessons and then conference. Having the substitute time available allows this process to take place in a scheduled time block, rather than haphazardly as teachers catch each other in the hall. Periodic refresher courses in peer coaching are also offered to trained staff as a way to keep the enthusiasm alive and to provide support for ongoing staff development.

This teacher-run program is now being used as a support system to implement new curricula, such as whole language and teaching with math manipulatives. Teachers of various disciplines have used peer coaching to coordinate and integrate across subject areas. Empathy develops between the peer coaches, which generates a trust level unattainable in an evaluative situation between administrator and teacher.

It has been a long-standing complaint about one-shot staff development courses that teachers cannot simply go back to their rooms and implement what was taught on staff development day; they need ongoing support and feedback. Peer coaching can provide this support. A teacher chooses to invite a colleague to observe a lesson and give feedback on specific objectives. There is a conference beforehand where these objectives are discussed. It is imperative that the coach clearly understands the teacher's objectives.

After the lesson observation, there is another conference where the coach and the teacher reflect on the lesson and discuss problems indicated by the teacher. At all times, the teacher is in control of the experience and sets the agenda. It is a coaching model where expert teachers may ask for support from colleagues in achieving their own goals.

The model is based on the philosophy that we improve our teaching by becoming instinctively aware of what we do, how we do it, and its effect on students. Only in this way can we control our behavior, refine it, expand it, and evaluate it. With peer coaching we can risk and grow in a safe, nurturing environment. The isolation is gone and, in the long run, our students have the benefit of our renewed energy and excitement. We can also arrange to coach colleagues in other schools, expanding even further the connections that add to our understanding of our profession.

Contributing Teachers
Chapter 7
Natalie D. Ahearn
Amika
Joan Davidson
Peggy Godfrey
Alfred T. Ludwig
Jeanie Probst
Theresa Santano
Jeanne Sink
Leslie Urquhart Tarbet
Robert Valverde
Margaret Wilder Watson
Frances T. Weingast

8 Maintaining Sanity

Maintaining Sanity Through Time Management

Today's teacher, burdened with too many tasks to complete in too little time, may sometimes feel like a wild hybrid of Hercules and Wonderland's White Rabbit. The hours slip away as responsibilities mount. At times it seems as if maintaining sanity is the greatest challenge of all.

Success in meeting this challenge may depend upon effective time management and taking advantage of all available resources. Assemblies, fire drills, play rehearsals, and other minute-munching interruptions can transform leisurely lessons into frantic attempts to cover the ever-broadening curricula. But experienced teachers have learned to maximize the time they have.

GROUPING

Small group instruction is an excellent way to monitor students on a more individual basis, when time does not permit working one-to-one. Grouping not only allows for this extra attention to students but is conducive to cooperative learning as well. While the teacher instructs one group, a second group completes seatwork or a follow-up activity, and a third group explores rotating learning centers. This variety of activities allows children to practice the learned skills in different ways, encourages cooperation, and provides students with the opportunity to move around the classroom. Many teachers utilize grouping for reading, but small groups are excellent for other subjects as well, particularly math and science.

FILE! FILE! FILE!

Careful planning facilitates the use of small groups. Writing detailed lesson plans that can be filed and used year after year saves you from rewriting those same plans repeatedly in your plan book. For example, you divide the concept of addition with two-digit numbers into three lessons: a review of tens and ones, a review of single-digit addition, and teaching the new skill itself. With these plans neatly filed away along with related worksheets and activities, planning for the week is reduced to a brief outline in your plan book:

MATH

	1:00–1:20	1:20–1:40	1:40–2:00
Group 1	Worksheets 5&8 (tens/ones)	centers	Instruction: Review single-digit addition
Group 2	Instruction: Review tens/ones	Worksheets 5&8 (tens/ones)	centers
Group 3	centers	Instruction: Review tens/ones	Worksheets 5&8 (tens/ones)

Centers:
dimes/pennies game
base 10 block activity
bean stick addition game
place value cards

An additional advantage of keeping files of this sort is that it relieves you of having to write detailed plans at the last minute for a substitute.

COMBINE CURRICULA

Combining subjects whenever possible is another way to ensure

that you cover the curricula while making the concepts more meaningful to students. Whole language programs are very popular now because of this integration. For instance, a comprehensive nutrition unit can include lessons in science (fruits vegetables, plants); health (food groups, dietary requirements); math (fractions); writing (planning healthy menus); social studies (foods from around the world); and even cooking.

Thorough planning and organization are important investments of your time and hard work. Readily available detailed plans will provide you with the extra time you need to devote to other duties.

GAIN CONTROL OF YOUR DAILY, WEEKLY, AND MONTHLY RESPONSIBILITIES WITH THE FOLLOWING HELPFUL HINTS:

At the beginning of the school year start a daily record of short- and long-term goals. This information can be updated daily, weekly, or monthly. The idea here is to know in advance when something is going to happen, before it happens. The easiest way to update this information is to enter it on a monthly calendar. This way, one can easily refer to the information at a glance and use it when necessary.

Start each school day by jotting down a Things To Do list—what you would like to accomplish by the close of day. It may even be helpful to prioritize this list by placing those items that are most important at the top. Keep your lists in a planning book or notebook and date them. You may need to refer to them at a later date to find out when you completed a task. If for some reason you are unable to complete your list, you can easily transfer it to your Things To Do list for the following day.

Play it cool and avoid deadline hysteria. There is nothing worse than working under pressure and sensing that knot in your stomach when you feel you may not get those papers in on time. Relieve stress and enjoy the art of teaching more by facing deadlines head on. Mark in red ink all those items on your short- and long-term goals and the Things To Do list that have deadlines. These entries will jump out at you and will be a constant reminder of how much time you have to prepare for them.

Always keep on top of your paper work. When you receive something that has a deadline, mark in pencil the date you received it and the date it is due. Have a special folder for this paper work and keep a log on the inside of the folder of when the items are due.

Make the most of commuting and waiting time (for your lunch in the cafeteria, for your students to switch classes, or a staff meeting to begin). You will find more time in your school day than you thought you had. Use this time to your advantage by learning to plan mentally and evaluate your day. By keeping a notebook handy to jot down ideas or by keeping unfinished work on hand, you can make the most of your time at a moment's notice.

Don't over-organize. Don't get so involved with making plans and setting priorities that you don't leave room for change. Learn to be flexible. There are numerous responsibilities that you have to carry out during the course of a day, and handling unexpected concerns is always a consideration.

Maintaining Sanity by Involving Others

Utilizing groups, keeping files, combining subjects, and developing self-management techniques are efficient ways to maximize your minutes, but even the best time managers can feel oppressed by evaluations, report cards, meetings, correcting papers, and a host of other such tasks. The responsibilities are many, but involving students, parents, and colleagues can alleviate the burden.

Students are a real asset as they are often eager to pitch in. Many teachers assign helpers to complete small jobs around the classroom. An added resource can be found in schools that provide afterschool daycare programs. The children who participate in these programs are often more than willing to erase chalkboards and straighten up around the room so that you can correct papers or plan for the next day.

Peer tutoring is another excellent way to enable students to assist you. Not only do the children who need extra help receive one-to-one attention, but both tutor and tutee are able to learn or practice the skill or concept in a non-threatening, casual setting.

If you are fortunate enough to have in your community parents who enjoy being involved in the school system, there lies a marvelous resource. Some parents will volunteer to read to the class or assist with a project, while others would rather wait to be invited into the classroom. A friendly invitation to parents to share their talents and expertise will usually produce many ready volunteers. Encourage parents who work or cannot volunteer their time in the classroom to involve themselves in other ways: assisting their children with homework, taking them to museums and cultural events, reading to them before bed.

The talents, creativity, and experience of your colleagues are wonderful resources. Departmentalizing and team teaching are two methods that enable you and your fellow teachers to share knowledge and skills.

Team teaching allows not only a sharing among teachers, but an opportunity for children of different classes and ages to work cooperatively. Two teachers developed a successful project in which their third graders interviewed kindergartners and then wrote and illustrated books for them. Two other teachers paired sixth graders with second graders for reading and writing activities. The success of these projects was largely due to the enthusiasm of students of different ages working together.

Finally, seek out other human resources in your school. Teachers of gifted talented programs, librarians, computer experts, psycholo-

gists, and nurses are often more than willing to help out.

Gone are the days of the one-room schoolhouse. Today's teacher is busier than ever covering a growing curriculum in a changing school and a changing world. In such an environment, good time management practices and utilization of all available resources are keys to maintaining sanity.

INVOLVING STUDENTS IN THEIR OWN EDUCATION

Teaching from the same textbook year after year with the same lab exercises and the same worksheets can be a mind-numbing experience. One inevitably finds that certain points are not made and certain questions are not asked, while other material is repeated too often. One also finds much spoon-feeding of factual information, with little or no attention given to the development of the students' creative thinking skills.

In planning a lesson for tomorrow or for next week, one wishes there were enough time to create something better from scratch, but there is never enough time to do it right. Fortunately, there is a better way, and this high school science teacher and his students are reaping the benefits:

I have found that the best time to plan my lessons is after they have been taught. If I find that a certain point in the text or in one of my worksheets was misinterpreted or misunderstood by several students, I make appropriate revisions immediately. When making those revisions, I look for ideas that can be generated by my students instead of being given to them.

After making the revisions, I put them away and forget about them until the following year. When the time comes to use the revised worksheet, I usually experience a pleasant surprise: students make discoveries that were difficult or impossible to make in previous years.

Making discoveries is the fun part of science and is also essential to science learning. The purpose of laboratory activities in a science class has never been to prove or to verify published laws, but rather to discover them. By asking the right questions, I encourage students to invent their own experimental procedure and even to decide what problems need to be solved by experimentation. The questions that seem to work best are saved and used again, year after year. The ones that don't are analyzed and revised. In that way I have evolved a set of worksheets (roughly 200 pages) which serve as a framework with which students create their own physics "textbook." History, theory, lab work, review, and practice exercises are integrated throughout the worksheets.

Questions that encourage students to explore their own preconceptions about physical concepts are especially useful. I use the common-sense ideas of my students to foreshadow the basic parts of abstract concepts as early as possible, without elaboration.

Every year I hear the same comment from parents: their children complain that I make them ***think.*** *Every year I also receive glowing letters from former students who say "you taught me to think." Every year my advanced students are astounded to discover that $E=MC^2$. They have a right to be impressed. During the two years in which we have been together they have created their own definitions of mass and energy, and they have discovered the laws which relate electric and magnetic fields. They have predicted that the speed of light in a vacuum must be the same for all observers moving or not, and they have carefully untangled this seemingly paradoxical prediction, creating crucial ideas to which we have given names like Dave's Substitution, Jennifer's Law, and Jeff's Conjecture. They own that discovery and every one that leads up to it.*

In my opinion, teachers should be encouraged to develop evolving curricula and to pass them on to their younger colleagues. I only wish I had been able to find one when I was a beginner.

LEAN ON ME! HELP FROM COLLEAGUES

The most efficient teacher cannot do it alone, but help is all around. Find the time to establish contact with fellow teachers; they are a wonderful resource. Many teachers hesitate to offer advice or materials. They are very busy themselves and may not want to impose. But when asked, most are more than willing to assist.

It is best to start with teachers on your grade level. Colleagues frequently have tried different materials and approaches and can help you expand your horizons. If you observe a coworker skilled in handling a particular problem, ask to discuss his or her approaches.

I have found it helpful to consult the child's previous teacher when at a loss about how to deal with a problem. From their former teachers, I learned about a third-grade child who responded well if his talent in art was encouraged; how placing a second-grade boy in proximity to an adult in the classroom was crucial to his self-control; that a middle-school girl would cooperate once she knew her mother and teacher were working together to help her. Eventually, I would have discovered some of this information, but it would have taken me longer.

How you ask other teachers for help is crucial. It is important to reassure your colleagues that your desire for information is strictly to aid the student in a positive way to adjust to your class.

Subject area specialists are a rich resource in a school. A gifted art teacher gave me a few simple tips which helped my third-grade class turn out a lovely illustrated book, although I myself am not talented in art. At first, the class illustrations were not up to the level of the wonderful story they had written. She suggested that I encourage much larger drawings and that I ask the children to be observant of the details around them and incorporate these details in their drawings. That book still delights me.

GETTING IT TOGETHER—A CHECKLIST FOR SELF-EXAMINATION

1. WHAT IS THE PROBLEM?

No solution can be found until the exact problem has been identified. Step back and look at your situation. Has boredom set in? Are you trying to do too much? Are you disillusioned? If you have reached the point where you feel totally overwhelmed and are unable to locate the problem, you may need to enlist the help of a trusted friend, coworker, or professional.

2. Have you set specific goals?

If you aim at nothing, that's what you'll hit. This may be a tired cliche but it offers much wisdom. If you have never set goals, now is the time to get started. Jot down everything you want out of life and include target dates. Be specific!

3. Are you burdened by unnecessary baggage?

This may come in the form of people, things, or emotions. You need to learn to clear out the clutter in your life by ending negative relationships, forgiving yourself and others, and organizing your environment to make it an asset to your needs. Believe in yourself and get on with your life.

4. Are you remembering to take care of the most important person in your life—you?

We are often tricked into believing that we cannot afford to spend time pampering ourselves, but we cannot be our best at anything if we are neglected. An athlete trains before each event. Never losing sight of goals, the athlete carefully attends to every aspect of life by maintaining a proper diet, getting sufficient rest, receiving specific training, and by pacing him- or herself. We are education athletes and need to treat ourselves accordingly. Without pacing, we cannot expect peak performance.

5. Do you know your limits?

Albert Einstein was once offered the presidency of Israel. He declined, admitting that his strength did not lie in solving human problems. He knew his limitations. Even a genius cannot do everything. Hone your strengths and be thankful for them. Ask for help from others when necessary and learn to delegate authority.

Kids Teaching Kids—How One Teacher Maintains Her Sanity

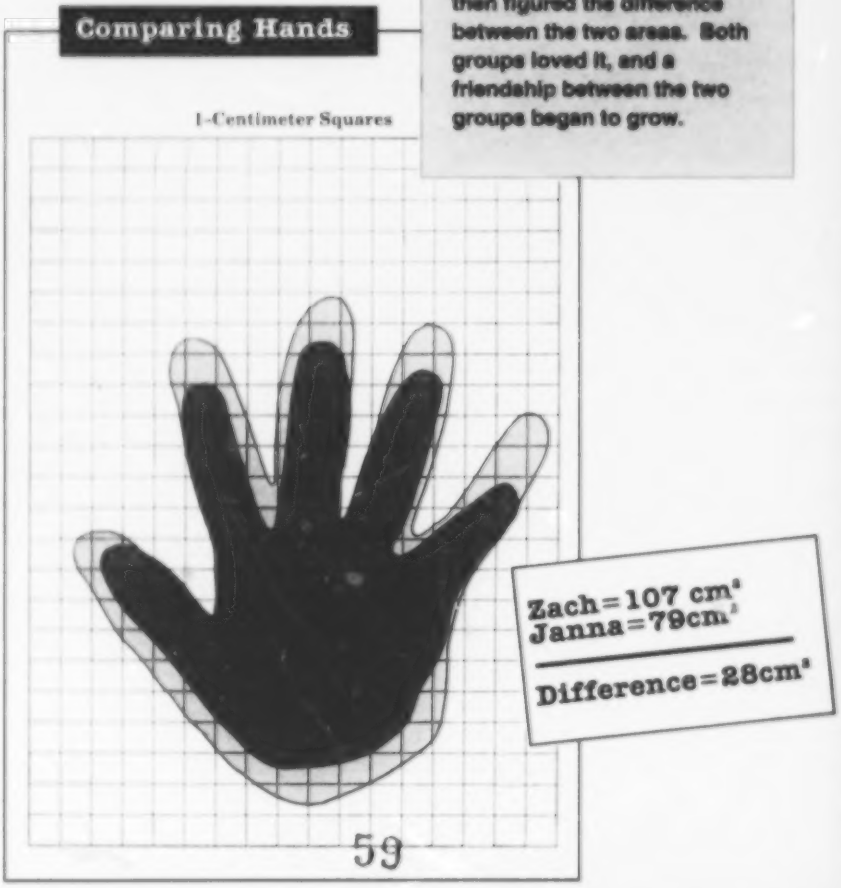
The Latin students from James Madison High School in Vienna, VA, walked across the street to Flint Hill Elementary. Some of them had attended this school; most had not been in an elementary school since graduation. Everything seemed small; it was all so different from the high school scene.

These Latin scholars were about to teach three sixth-grade classes

HANDS-ON MATH

My upper-elementary classes have always adopted a kindergarten or first-grade class to share their problem-solving activities with. In one activity, we compared hands. The older students traced the hands of the little ones on centimeter graph paper. They then helped count the number of squares that the little hand covered. Kindergarten and first-grade students were learning how to figure area. The older child then put his or her hand on top and traced the larger hand. One group came up with the idea of using two colors of highlighter and colored hand prints as they counted the squares. The older students then figured the difference between the two areas. Both groups loved it, and a friendship between the two groups began to grow.

Comparing Hands



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about ancient Rome: how the Romans lived and the gods they worshipped. The Latin II students were divided into groups as instructors on Roman life and Graeco-Roman mythology. The teams of teenagers prepared materials, games, and rewards to use during their 30-minute presentations. Each presentation was unique and reflected the interests of the members of that group. The Latin students received project grades (equal to a test grade) for their participation.

Among the activities chosen were skits, lectures, role playing, games (Jeopardy, Hangman, Concentration), a display of artifacts brought from the Latin classroom, worksheets, and student-made crafts. The sixth graders delighted in receiving rewards of healthy snacks, stickers, and pencils and particularly enjoyed the Roman-life presentations, which included a feast of bread, fruit, cheese, and grape juice. One group of teens had the sixth graders make their own *bulla*, a good luck charm worn by all Roman children.

The next unit of study for the sixth graders was the Middle Ages. The Latin literature class was divided into three teams and prepared 20-minute presentations on the use of Latin mottoes on coats of arms. Each of the sixth graders made his or her own coat of arms shield and included a Latin motto. Several days after the Latin students' presentation, the sixth graders invented their own motto in English; the teachers sent them over to the high school and the Latin students translated these into Latin.

The final collaborative activity was an Olympic Games day. The younger students were divided into nine teams. They walked into the high school football stadium behind their banners, sporting their team colors. The Latin students were either team captains or managers of one of the events. These included a one-mile relay race, an obstacle course, a water balloon toss, a frisbee throw, a hula hoop competition, a long jump, a chariot (wheelbarrow) race, and softball and basketball tosses. The Latin students had made first, second, and third place ribbons for the winning teams and participation ribbons for all the students. Popsicles were supplied for everybody at the end of the event.

During all of these activities, kids were effectively teaching kids; learning occurred in both age groups. The Latin teacher reports: *The public relations for Latin was great, and the possibility of new Latin learners coming from the ranks of these sixth graders in the future was worth all the effort.*

The possibilities of adapting this program to other disciplines are endless. For the modern foreign language teacher, particularly, there is the occasion to promote the target language when the elementary students are studying that country. High school math, science, social studies, English, and home economics students could share some mini-lessons with any of the upper elementary students. Furthermore, there is the hope that some of these high school students will recognize the enthusiasm and interest of the elementary students and contemplate teaching as a career choice as they head off to college.

Kids teaching kids provides an area for both groups of students to see their education beyond the doors of their own classrooms. As the ancient Romans used to say, *docendo discitur*—it is learned by teaching.

Teaching is an awesome responsibility, and teachers may find themselves feeling off-balance at times. It is a profession where we are called upon to please all of the people all of the time—students, parents, administrators, and government officials. Self-evaluation, time management, and effective use of resources are the tools we must rely on to help us reach the top of our performance level and stay there.

"Teachers believe they have a gift for giving; it drives them with the same irrepressible drive that drives others to create a work of art or a market or a building."

A. Bartlett Giamatti
Former President, Yale

Contributing Teachers:
Chapter 8
Nancy R. Daly
Lila (Jody) Griffin
Arthur Hovey
Nora Madden
Linda Sharrard Montross
Judy Ann Stine
Adrienne Roberts Womack

9 Keeping the Torch Aflame

As we march forth to meet our new students each year, dedicated soldiers of ideas and information, it is not difficult to forget what brought us here. We may have forgotten how we felt when we opened the door to our very first classroom, how terrified we were to be writing on the chalkboard for the first time, how awestruck we were in the presence of educators who had been teaching for 10 years and never had to use the teachers' editions.

For many of us, a lot of water has passed under the bridge since we were first handed the keys to our classrooms. Some have felt our flames sputter and have had to work very hard to keep the excitement of teaching alive. And it is no wonder. We continue to struggle with the traditional demands of teaching, but we are also finding ourselves living the headlines—latchkey children, one-parent families, child abuse, AIDS, crack, and homelessness. These are the realities of the modern classroom and teacher frustration and hopelessness are too often the result.

But something is happening as we fight against what the gloom and doom prophets see as insurmountable odds. Teachers are becoming empowered by their own commitment and hope, and even by their frustration. Teachers need to listen to the Voice of Empowerment and heed it. It is the Voice of Empowerment that says, "I am an effective teacher, and I want you to know that." The Voice believes. It is courageous. It challenges. It shares. Within and across disciplines, it is involved. It is heard in the hiring operation, in the observation and evaluation procedures, and in the curriculum decision-making process. It cannot be ignored or shut out. It is passed on through collaboration from experienced teachers to beginning ones. Sometimes new teachers renew and strengthen this Voice. It has been preserved in the hallways, on the playgrounds, in the lounges, and in the meeting places. The Voice of Empowerment reminds teachers that they are competent in their roles as educators. It reminds them that they must become the agents of reform, not the targets.

Within and outside professional organizations, the Voice becomes an advocate for teachers. It speaks and publishes on various topics that affect the education system and those involved. The community recognizes, respects, and consults the teachers who use this Voice.

The role of the teacher is expanding. We are becoming part of shared decision making in which our expertise is finally being recognized and appreciated. We are no longer content to stay passively in the classroom while important decisions are made for us. We are in the forefront of change. As teachers we share a common vision. We hope for a school where students will sit down willing to listen, learn, and work cooperatively in a peaceful environment; where the physical plant will be maintained, because we are entitled to a good working environment; where there is time to plan and dream about exciting lessons; where parents become our co-teachers and work with us; where administrators respect our opinions and share decision making; where we have enough materials to enable us to do our jobs; where we are recognized for our efforts.

Keeping the torch aflame with a strong steady light is accomplished from within. It happens when a teacher continues to read and learn with enthusiasm. It happens when teachers assume leadership and feel the strength that comes from being agents of change in the educational environment. It happens when teachers are continually creating and seeking to become better teachers within an improved educational structure. It happens when these teachers have a strong vision of what education should be. And, of course, those who most benefit from visionary teachers who carry the torch, who are passionate about their learning and teaching and leadership, are the students, the young people who are our future.

"MIS DRAINED"

One year a student drew a picture of a Ninja Turtle descending to Earth with a parachute. The artist hadn't mastered my name, and instead of writing "to Mrs. Durand," he wrote "to Mis Drained," an insightful stroke of the crayon! I saw myself not crashing and burning, but slowly drifting downward, enthusiasm drained away.

Perhaps all teachers have had this feeling one time or another, spiraling, floating our parachute pack laden with the cares of the classroom, our family, or the world. The air is thin and we gasp for energy.

The picture drawn by a child is make-believe, but the situation is very real. Most teachers I know have an uncanny way of getting through those draining times. They chose teaching knowing that it was a continuous challenge and that keeping enthusiastic is part of the work.

I try to keep a running check on my attitude altitude, finding that sometimes it needs to be pumped up. Reading, study, workshops—these are some of the familiar means of professional renewal.

One summer I took a week-long course in "wellness" at a nearby military college. It was rigorous, to say the least. We racked up miles walking and running. In workouts, we used muscles we didn't know we had so they ached the next day. Along with the physical program, was a heavy reading schedule and an assigned unit to be developed for our own classroom. A final written exam was given only after a two-mile hike in the hot Carolina sun. The only time I laughed that week was when I took a few hours off to see ***Roger Rabbit.***

But something important came out of that experience that continues to revitalize my teaching. The unit developed for my classroom was a walking program. Every year since, my class and I have walked from Charleston, SC, to Washington, DC, a total of 500 miles a year. After walking one mile around the school playing field, a mile for each walker is recorded on a chart and a map of the United States. Associated learning activities seem to be limitless. The children write letters requesting information from the states we walk through in our imaginations. On the walk we sing, tell stories, and enjoy the laboratory nature provides for outdoor education. In 20-minutes time, stress and pent-up energy are diffused. Friendships grow among classmates.

Every year the basic plan to practice wellness is embellished. For example, after finding a few lost coins last fall, we decided to save all of the found money. By year's end, the accumulated $6.35 in change provided a party for a class of wheelchair-bound children.

I now keep another picture drawn by a student close at hand. It shows a smiling girl holding a handful of balloons. Her feet are planted firmly on the ground. The drawing makes me feel that we have the freedom to soar.

Methods for Renewal and Growth

Perhaps the most difficult task the classroom teacher faces is that of keeping his or her own excitement alive as a learner. It is easy to lose one's position as a learner through sheer exhaustion. Teachers must monitor their educational vision beyond the classroom and adjust it as they see evidence of new ideas and trends. This excitement for learning should be an integral part of a teacher's life. But the question remains: how do we find time, or a way to use the small amount of time we have, to continually renew and grow as professionals? It is through such renewal and growth that teachers will preserve their love of teaching and find new meaning as the teacher's role expands.

For me, renewal is everywhere—that conversation with a fellow teacher who values an idea—that parent who takes the time to express pleasure in his or her child's learning—that article which presents a hands-on idea you can adapt—that grant won for an original idea to be used in the classroom—people who let you know they appreciate the extra effort.

READ!

Many teachers report that reading professional publications is a primary source of rejuvenation for them: *I started with periodicals because the articles were short and varied, which was necessary because I read these periodicals every morning as I ride my exercise bicycle. Since the bicycle is near my desk, I have little difficulty annotating the articles after I complete my ride.*

These readings offer the opportunity to discuss curricular and procedural innovations in the classroom in a responsible manner, so that teachers are given more leeway to experiment with different methodologies and creative ideas. It also gives the educator material to discuss with supervisors in order to cultivate the support they need, both mentally and fiscally.

Professional educators are constantly reading books on better ways to teach, to organize school systems, and to develop critical thinking. They also read books about their particular subject specialty. It is the interaction of the teacher's experiences with the thoughts of other experts that energizes the thinking and planning process. Those of us who have chosen teaching have a deep passion for learning about most anything! Taking time to research some new area keeps us excited about the learning process in general.

COURSES, WORKSHOPS, AND CONFERENCES

Enrolling in courses and attending workshops is much like reading, in that it exposes teachers to new ideas. But it has the added advantage of stimulation from similarly inquisitive colleagues. Forward-thinking administrators encourage their faculty to attend professional conferences and to take courses. They know that excellence in teaching is correlated with opportunities to learn, exposure to new ideas, and interaction with colleagues from different school systems.

During a three-day convention, you can obtain an enormous amount of information and ideas. Conventions give teachers the chance to network and learn about how similar subjects are taught throughout the country. A wide variety of one-hour workshops are offered from early in the morning until late at night. It is gratifying to spend concentrated time with people who really love their profession.

Taking workshops or semester courses is one of the most motivating things a teacher can do. You must constantly be on the receiving end of the educational process to appreciate your students' perspective on learning. By being a student while you are a teacher, you understand what it feels like to be experiencing a new technique, concept, approach, or idea. When one teaches something they are proficient in, they tend to forget how foreign this subject or material is to the novice learning it for the first time. By renewing that awkward feeling of learning something you have never experienced before, you will be a more patient teacher yourself. Become sensitive to what it feels like to learn something unfamiliar. Heighten your awareness of the teaching process from the learner's point of view.

COMMUNICATE

Being published provides a real sense of accomplishment and is a very exciting experience. The exposure may also lead to other interesting opportunities. One teacher became part of an art exchange as a result of her publishing, and a manufacturer sent her several free samples of marbling products, after reading an article she had written about Japanese marbling.

Put pen to paper and reach out to others through a memo to an administrator or a letter to the editor or an article in an educational publication. Help to write a book! Publish a successful lesson in a national magazine. Communicate your pride in what you do, but talk about the doubts and failures, too.

For personal support, I've found two very special people. One close friend is an excellent teacher in a different educational setting. Within my school, I know the one person who is best at helping me see situations from less emotional positions, allowing me to deal more effectively with the increased involvement that develops with real commitment. When I become discouraged, concerned, or confused by activities in my school, I have someone who understands my feelings. Yet their distance from the situation provides me with a different, more objective viewpoint. These two special friends are indispensable to my emotional growth.

BECOME A MENTOR

Most visionary teachers realize that they are part of preparing teachers for the future. They serve as advisors for future teachers clubs. They regularly accept student teachers and spend hours consulting, planning, observing, and evaluating. They serve as mentors to new faculty members. Sometimes school systems have formal structures for the mentoring of new teachers, but teachers who are beacons for others serve as mentors simply because it is needed.

BE A LEADER

It is by taking what we have learned and giving back to others that we truly feel successful as people and as teachers. Involved and satisfied teachers are the ones who regularly take on leadership roles. They do this by giving presentations in the form of workshops for other teachers or for parents. A teacher might be asked to serve on a panel at a university or give a presentation to a class of education majors. These educators become leaders because they see the need. They often chair curriculum restructuring committees; they serve as department chairs; they take leadership of teaching teams. These are the teachers who rejuvenate through involvement with the organization of the school and by planning for the future of education.

TRAVEL

Around March, teachers' mailboxes begin to overflow with the most tantalizing array of travel education opportunities. When good teachers travel, they are consciously and unconsciously thinking of ways that they can use their experiences in the classroom. Every trip you take becomes the stuff a unit of study is made of! Collect brochures; purchase little items; take snapshots; buy a book; or collect plants, leaves, and rocks to examine with your students when you return.

APPLY FOR A GRANT

There are many opportunities to do the projects you wish you could do if you only had the funding. Grants provide this funding. Take the time to fill out grant applications. Most of these forms are simple and to the point. There are many sources available for grants at the district, county, state, and national levels. Through organizations like IMPACT II or specific need-directed projects, such as drug abuse or special education, you can find funding for your ideas: *This year when school trips were eliminated from our budget, I was fortunate to find a museum that had established a grant to provide bus transportation funding to any school that could not afford to transport their students.*

TEACH OR STUDY AT HOME OR ABROAD

Many opportunities are available to teachers who wish to pursue intellectual activities in their own fields or in areas they have an interest in developing. Scholarships or grants are available for some of these projects, most of which take place in the summer.

A unique program for international study is the AFS (American Field Service) USA Educators Program which provides homestay and school assignments in Costa Rica or Chile and study programs in China. The cost is very reasonable; six to seven weeks costs approximately $2000, including travel. This program is a marvelous way to interact with the people of the country in a school setting. The teacher serves as a resource, while learning about the host country's school system and way of life. The Fulbright Teaching Exchange sponsors similar programs.

Scholarships that provide a residential study program are also available from some foreign embassies. These programs not only give the teacher the chance to spend time in a country learning about its culture first-hand, but also provide lectures, activities, and opportunities for collaboration among teachers from different regions.

For teachers in the humanities, there is a range of programs offered by the National Endowment for the Humanities (NEH), including seminars and institutes in which teachers study from four to six weeks in the summer. The institutes are four-week projects that may involve teachers from two different disciplines. For example, social studies and Spanish teachers study South America together and produce units that can be used in the classroom. Room, board, and a stipend ($1000) are offered.

Another program offered by NEH is the summer seminar, which consists of a number of courses in the humanities offered at various universities in the United States for a period of four to six weeks. The stipend varies with the length of the program and dormitory accommodations are available.

The NEH also offers an independent study program where the teacher writes a proposal for full-time research for a six-week period. The stipend for this is $3000. Devising a challenging proposal is itself an intellectual activity that may lead to further scholarship. If this pursuit warrants examining sources in other countries, NEH has a grant available ($750) for travel to view collections. The organization also offers a fellowship for foreign language instructors to study abroad for six weeks, allowing teachers the time to develop their own projects. ***(See additional resource list at the end of this chapter.)***

TAKE A MINI-SABBATICAL

For me opportunities for personal renewal and growth have come from a variety of sources. One such avenue has been a mini-sabbatical sponsored by my school district. Through this program, I was able to spend 20 days working in collaboration with a colleague on the concept of creating school-based mini-museums in our high school and an elementary school. The mini-sabbatical program provided an opportunity for two art teachers to team teach and develop an art history unit that incorporated research, writing, and speaking skills coupled with the teaching of aesthetic scanning.

An idea which germinated from a course on discipline-based art education grew into the development of two electronic art galleries. Our two art shows, which premiered in our galleries, were conceived, researched, set up and run by our student docent/curators.

As a result of this project, my colleague and I were invited to become involved in a collegial network that afforded us opportunities for professional development, a renewed sense of purpose, and new leadership roles. We were invited to speak at the New England Art Education Association Conference in Hyannis, MA, and at a conference in Phoenix, AZ. We found ourselves involved in a professional community which helped shape our own efficacy and leadership, one that led to new avenues of discovery and educational challenge. We were asked to become involved in a larger professional community by assuming new roles as consultants for local art history workshops and as authors for an article in a national art education magazine. Our audience has become larger than either of us had ever dreamed possible.

And Now for Something Completely Different—Personal Reflections by Some "Old Pros"

While it is true that keeping up with young children is exhausting, age brings the experience and wisdom to practice pacing (a learned technique). Because the job takes a lot out of you, you must get away from the job on a regular basis to come back refreshed. Go to that conference, stay at the beach an extra day, take that "chill pill" that your students are always suggesting. Develop at least one major project or interest that has nothing to do with students or teaching. Whether it is serving on a municipal advisory board, writing a novel, or directing a church choir, make time for these activities because they make you a more interesting person. Also, there is nothing like spending a lot of time with adults to make one appreciate working with kids.

GOING BACK TO SCHOOL (IT'S NEVER TOO LATE!)

The ivy-covered brick buildings, the small grassy green quadrangle, and the library clock tower all brought back memories of my undergraduate days at a huge university. Was I making a big mistake? My bachelor's degree was from the year 1955, and I was 55 years old. Doubts about my ability filled my mind, and the outward calm of my experienced classroom manner gave way to a nervous stomach.

I registered for a full schedule of four graduate courses. It was possible to earn a masters degree in 15 months. I borrowed an Apple GS that first summer, and it sat on the table looking ominous. I hadn't the slightest idea how to start, but my computer-literate husband promised to be my mentor. The journey into the unfamiliar territory of *Apple Works*, research design, education in society, and cognitive development and learning theory began hesitantly.

Sitting in a classroom after a long absence is a sobering experience. Observing the various professors' teaching styles was interesting. My classmates ranged in age from the early 20s to me in my middle 50s. Most interesting, though, was the range in backgrounds of my new friends. This small college recruits teachers from overseas to spend their summer studying here. I made friends with teachers from West Germany, Austria, and Saudi Arabia. Their experiences, so different from mine, enriched my thinking and my teaching.

Returning to my classroom with more confidence and enthusiasm, I piloted an integrated day program. The first of three student teachers came that year, my first experience as a cooperating teacher. My colleagues' interest in my summer courses pleased me. Some said they admired me for being so "brave." That was amusing but rewarding as well. There is nothing better than peer recognition. Two other older staff members registered for graduate courses, saying I had inspired them. Talk about a plus! The decision to go to graduate school at 55 did not come easily, but it was one of the best steps I've ever taken.

TEACHER AS ROLE MODEL

We became educators because in our communities there was a tradition of African-American schoolteachers—women of intelligence and dignity whose concern for children and respect for our people was so powerful that one had to emulate it. This was especially true if one were a black girl growing up in a larger society that told her that she could never be intelligent or dignified or powerful.

These women were role models even before we understood what role models were. Though we didn't have the examples available to children today of black women doctors and astronauts and members of the United States Senate, our example—schoolteachers—didn't seem limiting at all. On the contrary, the aspiration to teach was empowering because it represented a way that we could match our personal ambitions—higher education, a professional career, self-sufficiency—with our communities' needs.

Years later, everything has changed. We are older, less idealistic, more battle-weary, but our community needs us—our example and our skills—more than ever. In order to keep the torch aflame, we must remind ourselves why we ignited it in the first place. In our case, this realization is key: we have satisfying, rewarding jobs, and our work is the most important on this planet.

To love teaching after years of experience takes work. Loving it is what is required, however, if we are to bring to our profession the commitment and energy that our children deserve. What helps? Taking pride in our successes, for one big example. Every teacher has had the experience of making a difference in one child's life. If you're not boasting about the kids whose futures are better because of you, you should be. There is no higher calling.

Another way to keep the flame burning is to remember why you chose to teach. For us, that means returning again and again to the memory of those magnificent black women and feeling ourselves a proud part of that tradition. Finally, it helps to appreciate actively some of the tangible rewards of our profession: a certain degree of autonomy, reasonable hours, summers off, and the opportunity to get to know people—students, parents, colleagues—of diverse backgrounds, abilities, and ideologies.

In the face of budget cuts, drugs and weapons in the schools, problems with parents, and misguided administrators, going into the classroom day after day, year after year is an act of faith. We believe that in spite of all, our children can learn. It is our awesome responsibility to make sure that they do. Maybe it is the reason we are here. If it is, let it be said that we took the task we were given and performed it to the best of our abilities. And let our legacies be our students and their memories of us—as inspiring, we hope, as our memories of those women who made us want to be like them.

RENEWAL WITH A VENGEANCE

For several painful years, I struggled with a desire to throw in the towel and leave the teaching profession. But during that time I never found myself seriously considering other options or contemplating a return to school to develop a new career base. It was with a lot of surprise that I realized I would be a teacher for a long, long time.

Once I fully accepted my decision to stay, I committed myself to renewal with a vengeance. Sharing my feelings with two very close teacher friends was a necessity. I needed to hear myself say that it was time to become the best math teacher I could be.

With my goal in place, came the investment of time and energy needed for success. My first order of business was to polish my daily teaching skills to their highest shine. I honestly evaluated my methods and began to try new ones. I read, read, read—professional journals, teacher magazines, books for the beginning teacher. I looked for the parts of my lessons that even I found boring and

approached the concepts in new, if not always successful, ways.

One particularly restrictive class was trigonometry, 55 minutes of book math every day. Open the book, math starts. Close the book, math ends. I began requiring my students to take a real-life topic—road construction, earthquakes, rollercoasters, laser communications—and give a presentation to the class about the mathematics involved. Students were often fearful of the projects and reluctant to admit their value, but math was projecting itself into their futures.

Borrowing from the team concept of the business world, I also tried cooperative learning extensively in my advanced math classes. Although not all things worked out positively, I have been able to pinpoint those teamwork skills that benefit my kids the most.

As I strove for improvement, my position in the school changed. The principal gave more consideration to my ideas, invited me to attend workshops, and encouraged me to take some faculty leadership responsibilities. Other teachers became interested in what I was doing and shared ideas and opinions with me. Even board members who had heard of the cooperative learning, especially the controversies, were interested in what was going on and the results I was achieving.

Now as I approach my twenty-third year, I see myself as a vital part of a successful department and high school. I just finished a year of teaching advanced placement calculus, one of the most refreshing things I've done for myself in a long time. Next year, two younger colleagues and I will implement a pilot program for low-achieving math students. The three of us are extremely excited about the possibilities for student success. I will also have two new club sponsorships and will work to make our third math fair the best yet. There will be several workshops to lead on learning assessment and conferences with other teachers about a recent grant award. For my own intellectual growth, I will return to school to begin my specialist degree.

Don't get me wrong. I have not found the solution for making every day textbook perfect, but at least I know where to look for fuel, and the glow that develops from dedication and involvement is worth every bit of energy and effort it demands.

Staying on Fire

We have all known those teachers who have extinguished their torches. Some of them retreat to their classrooms, have little interaction with their colleagues, photocopy the same worksheets year after year, and quietly sabotage schoolwide efforts to change. They have established a static niche for themselves—a monotonous daily routine that uses the least energy and disrupts their lives minimally. There is scarcely a smoldering of embers in their discarded torches. Their students are bored and lulled into a type of learning that will little suit the needs of the twenty-first century. Unless teachers can change and creatively adapt to the changing character of education, they will become "living fossils."

Other teachers seem to have dropped the torch in their overwhelmed frenzy of work and their expenditure of massive amounts of directionless energy. They are continually trying to keep up with the paper work, the student problems, the myriad meetings, and the worrisome decisions. Their classrooms are as confused as their lives, and their students are never quite sure what is due when and in what form! These teachers are often good-hearted and well-meaning folks, but their flames are little brush fires that seem to start spontaneously and extinguish just as quickly. These teachers simply lack the vision, direction, and long-range planning to keep a single torch burning steadily.

Still others are truly excellent teachers whose torches are aflame but who have retreated to their classrooms and never pass the torch to others. They are masters of both the science and art of teaching. They are an inspiration to their students. But you rarely hear from them in planning meetings. They never take leadership roles in the greater school community. They are satisfied with their classroom-sized kingdoms and do not see themselves as developers of a vision for education in general. We will probably always have and value these good teachers, but more than ever before, we have great need for the professional educator who bears the flaming torch of excellence and vision beyond the walls of the classroom.

The health and future of education depend on our willingness to move out of unchanging niches, to give direction to our energy, to become the visionaries of our school systems, and to keep the torch of learning ablaze.

So what is this fuel that keeps our torches burning, and how do we use our torches to ignite the flames of others? How do we discover and sustain the vision and the passion for

teaching that lie within us? The specific answer varies with each one of us but, in general, falls into three areas. Educators who continue to bear the flaming torches are lifelong **learners**, visionary **leaders**, and are always **innovators**.

As a result of involvement, learning, and leadership, the torch bearers are willing to try new ideas, to dream, and to create. These teachers are continually evaluating and revising what they do. They are never finished learning how to teach. They are always striving to be better.

Their creativity and innovation can be seen in the classroom as they plan new lessons and activities, try new units, and apply for grants. These outstanding educators are flexible, cooperative members of a team. They propose new ideas and are open to the ideas of others. They are not afraid to step out into new territory. These teachers are the movers and shakers! They think big. They are the ones who can foresee an educational future that goes beyond simply reworking old ideas, and they have the ability to pass the torch around the conference table so others are infused with the fire to envision a new future for education.

There is no more powerful fuel than the enthusiasm to learn! I have seen older teachers (who remember hand-crank ditto machines!) learn the intricacies of the computer and word processing, teach it to their students and to other teachers, and write grants to incorporate technology into their classrooms. Their enthusiasm is contagious. We all learn passively just by virtue of being alive, but the active learners among us are the ones who are driven to learn by enthusiasm, by passion, and by desire to reach a goal.

Once There Was a Teacher—An Allegory for Our Times

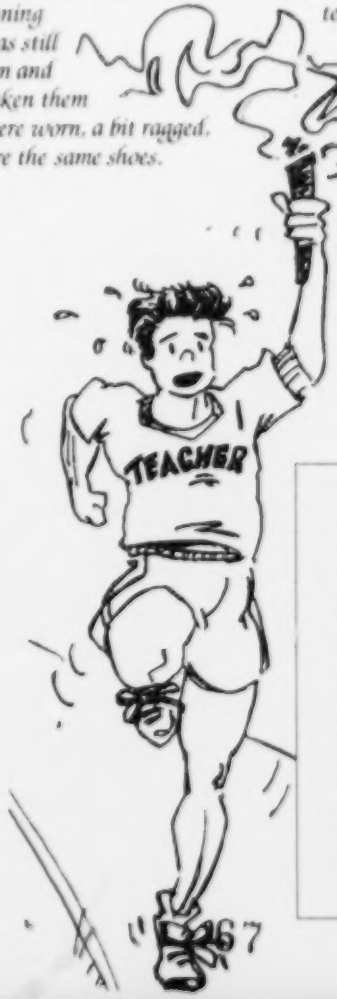
Once there was a teacher. When he went out into the world to teach, he knew he had not only the best starting blocks, but also the finest pair of running shoes society could buy. At the very least, he was prepared to take the world of education and shake loose any imperfections, make his mark, get set, and go!

Then the bureaucratic realities of the system began to chisel away at his seemingly invincible motivation. One day he looked down to see that his colorful running shoes had transformed into grey lead boots. Suddenly it was difficult to run with the same intensity he originally had enjoyed. Looking over his shoulder, he found the running blocks had become so distant they were hardly visible.

The time had come to forfeit. The frustration and fatigue were too much. Then from the stands came the encouraging cheers of thousands upon thousands of children and their parents. They roared and his adrenaline soared. With renewed motivational strength, he shook loose the lead boots, and, low and behold, there were the running shoes. He was still wearing them and had never taken them off. They were worn, a bit ragged, but they were the same shoes.

As he approached the finish line—the ultimate goal—he realized that he had returned to the starting line. The blocks were, in fact, still there, but best of all, so was a brand new pair of running shoes. The teacher was victorious and the crowd continued to roar. They roared with the realization that they, too, were victorious. Had the game of knowledge ended? No, there were other games to be played, with new players and different challenges.

The school bell rings. Runners, take your mark!



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AAUW(American Association of University Women) Educational Foundation
1111 16th St., NW
Washington, DC 20036-4873
(202) 728-7602
(fellowships given to female teachers to design unique programs of study)

Art Education Fellowship Program
Council for Basic Education
725 15th St., NW
Washington, DC 20005
(703) 876-5782
(stipend for four to eight summer weeks of independent study in the arts)

Foundation for Critical Thinking
4655 Sonoma Mountain Rd
Santa Rosa, CA 95404
(707) 546-4926
(workshops)

Fulbright-Hays Seminars Abroad Program
Center for International Education
U.S. Department of Education
400 Maryland Ave., SW, ROB-4 Room 5053
Washington, DC 20202-5332
(202) 708-7283
(study and travel opportunities on various seminar topics; fees paid)

Fulbright Teacher Exchange Program
600 Maryland Ave., SW, Room 142
Washington, DC 20024-2520
(800) 726-0479
(exchange secondary teaching positions with teachers in eastern or western Europe, Latin America, Africa, Canada, Russia, and Ukraine; elementary positions in Canada and the U.K.)

Independent Study in the Humanities Fellowships
Council for Basic Education
P.O. Box 135
Ashton, MD 20861
(fellowships for six weeks of study in humanities)

James Madison Memorial Fellowship Foundation Program
P.O. Box 4030
Iowa City, IA 52243-4030
(supports up to five years of graduate study)

Klingenstein Programs
Box 125
Teachers College
Columbia University
New York, NY 10027
(212) 678-3156
(various seminars, workshops, and institutes)

National Endowment for the Humanities (NEH)
Division of Education Programs, Room 302
1100 Pennsylvania Ave., NW
Washington, DC 20506
(202) 606-8377
(supports study projects focused on literary or philosophical works central to the humanities)

National Endowment for the Humanities (NEH) Fellowship Program for Foreign Language Teachers
Connecticut College
270 Mohegan Ave
New London, CT 06320
(203) 439-2282
(fellowships for six weeks of humanities studies abroad)

National Foundation for the Improvement of Education (NFIE)
1201 16th St., NW
Washington, DC 20036
(202) 822-7840
(offers grants to support various topics in education; for example, Christa McAuliffe Educators)

Partners in Science Program
Research Corp
6840 E. Broadway Blvd
Tucson, AZ 85710
(602) 296-6771
(opportunities for high school science teachers to collaborate in advanced research for eight weeks during two summers and receive a stipend)

Phi Delta Kappa
P.O. Box 789
Bloomington, IN 47402-0789
(800) 766-1156 or (812) 339-1156
(honorary educational fraternity that provides many workshops and institute opportunities as well as an outstanding journal)

Sci-Mat Fellowships
Council for Basic Education
725 15th St., NW
Washington, DC 20005
(703) 876-5782
(stipends given for six weeks of summer interdisciplinary study)

Smithsonian Fellowships
Office of Fellowships and Grants
L'Enfant Plaza, Suite 7300
Smithsonian Institution
Washington, DC 20560
(202) 287-3271

Teacher Research Associates
The Office of University and Science Education, ER-80
Department of Energy
1000 Independence Ave., SW
Washington, DC 20585
(202) 586-8949
(eight-week summer appointments pair teachers with scientists; stipend)

Teacher-Scholar Program
National Endowment for the Humanities
Division of Educational Programs, Room 302
1100 Pennsylvania Ave., NW
Washington, DC 20506
(202) 606-8377
(supports academic year of full-time independent study to gain depth in topic that is taught)

Toyota Appreciation Program for Excellence to Science Teachers Reaching Youth
NSTA Tapestry (National Science Teachers Association)
1742 Connecticut Ave., NW
Washington, DC 20009-1171
(202) 328-5800
(year-long grants supporting innovative science education projects)

Woodrow Wilson National Fellowship Foundation
P.O. Box 642
Princeton, NJ 08542-0642
(800) 932-4666
(offers a variety of summer institutes that provide small stipends)

ORGANIZATIONS

(Most of the these organizations have regional and national conventions that offer stimulation, new ideas, and rebirth for experienced teachers; many offer mini-grants for curriculum development or study; many also have excellent journals to which teachers may contribute articles.)

American Association for the Advancement of Science (AAAS)
1333 H St., NW
Washington, DC 20005
(202) 326-6400

American Chemical Society
1155 16th St., NW
Washington, DC 20036
(202) 872-4590

American Federation of Teachers
555 New Jersey Ave., NW
Washington, DC 20001
(202) 879-4400

American Library Association
50 E. Huron St.
Chicago, IL 60611
(312) 944-6780

Association for Childhood Education International
11501 Georgia Ave., Suite 315
Wheaton, MD 20902
(301) 942-2443

Association for Supervision and Curriculum Development
1250 North Pitts St.
Alexandria, VA 22314
(703) 549-9110
(materials, conferences, workshops; many states have local ASCDs)

Council for Exceptional Children
1920 Association Dr
Reston, VA 22091
(703) 264-9450

Foundation for Exceptional Children
1920 Association Dr
Reston, VA 22091
(703) 620-1054

International Reading Association
800 Barksdale Rd.
P.O. Box 8139
Newark, DE 19714-8139
(800) 628-8508

National Alliance of Black School Educators
2816 Georgia Ave., NW
Washington, DC 20001
(202) 483-1549 or (800) 221-2654

National Association of Biology Teachers
11250 Roger Bacon Dr. #19
Reston, VA 22090
(703) 471-1134

National Council for the Social Studies
3501 Newark St., NW
Washington, DC 20016
(202) 966-7840

National Council of Teachers of English
1111 Kenyon Rd.
Urbana, IL 61801
(217) 328-3870

National Council of Teachers of Mathematics
1906 Association Dr
Reston, VA 22091-1593
(703) 620-9840

National Education Association
1201 16th St., NW
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(202) 822-7207

National Middle School Association
4807 Evanswood Dr
Columbus, OH 43229
(614) 848-8211

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1800 G St., NW
Washington, DC 20550
(202) 357-9880

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IMPACT II THE TEACHERS NETWORK

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